

The *Araneta Research Journal* (Indagatio) is a refereed journal published by the Graduate Studies Department of De La Salle Araneta University. It has an international board of editors from the fields of education, liberal arts, business management, applied and pure sciences, veterinary medicine and agricultural sciences. The articles underwent a review process by at least two experts from the field before they are approved for inclusion in this issue.

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ISSN 0115-0820

Published by De La Salle Araneta University
Victoneta Ave., Potrero, Malabon City, Philippines
Telefax: (+632) 8330 - 9125
Emails: communications@dlsau.edu.ph

Website: www.dlsau.edu.ph

The Araneta Research Journal is the official publication of the Graduate School of De La Salle Araneta University, Malabon City, Philippines.

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Perceived Effects of Social Media to First Year College Students

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ABSTRACT

This study investigated the perceived effects of social media to the first year college students of a private Catholic college for the first semester of SY 2018-2019. Survey questions were distributed and were answered by the Living in the IT Era students. The data were summarized and analyzed using correlation analysis to test if the variables are predictors of the effects of the social media to the students. It was found out that most has a low positive correlation. On the other hand, there is moderate correlation between the following: Number of SNS ($r=0.581$) and Hours spent for SNS ($r=0.572$) in terms of Academics; Number of SNS ($r=0.529$) and Hours spent for SNS ($r=0.513$) in terms of Social Behavior; Hours spent for SNS ($r=0.509$) in terms of Physical Health; Hours spent for SNS ($r=0.517$) in terms of Mental Health; and Hours spent for SNS ($r=0.523$) in terms of Privacy. Regression analysis was applied after knowing the predictors and it was found out that there is a positive significant relationship between the number of SNS and academics ($p < 0.005$) and social behavior ($p < 0.025$). It also indicates that there is a positive significant relationship between hours spent for SNS and all of the effects such as academics ($p < 0.001$), social behavior ($p < 0.005$), physical health ($p < 0.034$), mental health ($p < 0.036$) and privacy ($p < 0.000$). Results of the study showed that the number of social media accounts and the length of time spent by the students has a positive significant relationship to the effects of social media measured.

Keywords: Social Media, Technology, Internet, Social Networking Sites, First Year College Students

Lived Experiences of Campus Directors as Managers in a Philippine State University

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The 21st century has introduced new challenges to the educational managers from the same sources of variables brought by the fast changing world. It's always a puzzle on how educational managers perform their tasks amidst these unwritten obligations. Thus, the objective of this study is to explore the lived experiences of campus directors as managers in a Philippine state university. This study utilized the qualitative-descriptive research design using a one-on-one interview. The participants of the study comprised of seven campus directors from the different campuses in Romblon. Using qualitative content analysis, three themes emerged. The first theme was experience on becoming a campus. Most of the campus directors shared their experiences before assumption, their adjustment period, and learning the ropes of management. The second theme was "challenges in becoming a manager". It showed that most of them dealt with their managerial roles, managing the employees, students, facilities and the stakeholders. The third theme was "self-concept as a manager". The essence of being a campus director disclosed that management/leadership can be developed and expanded over time. Managing an educational institution in today's competitive world is a complex task. This is true whether it is in the basic education, tertiary or graduate studies. The 21st century had introduced various challenges in the lives of the educational managers. Multifaceted managerial roles and tasks, multigenerational workforce, millennial students, interculturalism, finances, some of which the educational managers had to face. Beyond these challenges, the educational manager had to establish a strong sense of self. This was considered to be one of the key into transforming an effective organization. This is one of the important aspect that the researcher opted to know in a Philippine State University specifically in Romblon. This study uncovered the lived experiences of campus directors as school managers in their respective campus.

Keywords: campus directors, state university, educational manager, Romblon, Philippines, lived experiences

A Meta-synthesis of Studies on Deficiencies and Affordances in Mathematical Knowledge for Teaching

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The notion of mathematical knowledge for teaching (MKT) rose from the need to elaborate Shulman's conceptualization of pedagogical content knowledge (PCK) – a concept that has been developed to describe the specific domain of teacher knowledge that is specialized to teachers and their practice. MKT represents the mathematical knowledge needed by teachers to perform the demands of teaching mathematics. This academic paper is a metasynthesis of several empirical studies that adapted a qualitative methodology to inquiry for developing understanding on this research area. It starts with providing some background on MKT by discussing some of the relevant literature that maps its development spurred by the need to structure an empirically grounded framework of professional knowledge that addresses some of the major criticism surrounding PCK, and also provides an explanation of the six MKT domains. Research efforts and findings are discussed and classified between two approaches: a deficit approach that looks into how a lack of MKT among teachers affect their practice and, in some instances, student achievement; or an affordance approach that builds on the analysis of the research data to determine whether and how better MKT suggest gains or improvement on other aspects of education. From the literature review, I offer insights and raise questions about what can be done to deepen the understanding of MKT and what issues need to be addressed for research on this area to strengthen its influence on changing the classroom practice and teacher professional development.

Keywords: mathematical knowledge for teaching; pedagogical content knowledge; MKT measures, teacher professional development

Teachers' Characteristics and their Conflict Management Styles in the Classroom

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This study investigated the relationship between the teachers' demographic variables (age and years of teaching) and the conflict management styles (CMS) that they use in helping their students resolve peer conflicts. Thirty-one teachers were purposively selected to be the subject of this research. Data were collected through the instrument called the Conflict Resolution Ideology and Practice Questionnaire (CRIPQ) to identify the conflict management styles of the participants. Using correlational design, results from the quantitative responses were examined by utilizing Pearson Correlation Coefficient. Results showed no significant correlation between the teachers' age and CMS, and their years of teaching and CMS.

Keywords: conflicts; classroom conflicts; conflict management styles; conflict management practices

Enhancing Crowdfunding Potential through Lived Experiences of Entrepreneurs

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This research qualitatively investigated and analyzed lived experiences of entrepreneurs who successfully crowdfunded their ventures to enhance aspects of crowdfunding that amplify its potential of achieving funding success. Profiles, perceptions, and expertise of purposively selected enterprising individuals who effectively used the mechanism within the last six years were obtained. The findings showed that local crowdfunding is successfully utilized for the formation of small-scale startups and businesses by young, educated, and socially-aware entrepreneurs with substantial support networks. Furthermore, imposed funding limits, credibility issues, effective crowd engagement, and efficient handling of crowdfunding activities are identified as aspects in need of enhancement to increase crowdfunding success. Contributing to the augmentation process were four emergent themes based on propounded realistic information namely; the equal valuation of local crowdfunding's marketing and funding activities, the integral role of first-degree contacts, the focus on crowd engagement, and the determination of the tool's complexities, all leading to the creation of a realistic crowdfunding-specific policy for entrepreneurial use. Therefore, it is suggested that locally, being in a certain age bracket can contribute to crowdfunding success, that crowdfunding is highly valued for its marketing capability, that personal contact during the course of the campaign period is the foremost activity contributing to fundraising achievement, and that crowdsourcing is an efficient way to alleviate crowdfunding difficulties.

Keywords: Crowdfunding. Alternative Finance. Financial Technology. Entrepreneurship. Marketing. Funding Innovation.

Implementing School Disciplinary Program through Participatory Action Research Approach

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This participatory action research aimed to determine the compliance of the students with the school disciplinary rules and regulations after the implementation of Visual, Mentoring, Organized Activity, and Competition (V.M.O.C) participatory approach program model. The researcher used a participatory action research mixed-method evaluative research design. A total of forty (40) respondents participated in the study, namely: administrators; parents; students; and teachers. It showed that the least complied among the areas of school disciplinary rules and regulations program as assessed by the administrators, parents, and students was “general behavior guidelines,” but in the teachers’ assessment, it showed that “attendance” was the least complied. There are significant differences in the respondents’ assessment on the students’ compliance with the school disciplinary rules and regulations before and after the implementation of VMOC participatory approach program in terms of attendance, general behavior guidelines, uniform guidelines and use of facilities except substance use. The researcher tried to codify the most common theme reflected by each respondent’s answer to the open-ended questions that were deliberately asked after answering the set of quantitative items. After the implementation of VMOC participatory approach, there was an evident of enhancement on the areas of students’ attendance, general behavior, uniform, and use of facilities, while in the area of substance use there was only a slight difference on the assessment made during the first quarter of S.Y. 2017-2018 compared to its last quarter because students’ adherence on substance use has been already established. In this regard, for sustainable development of all areas, it has been continuously monitored and checked by the persons-in-charge through collaboration and integration of VMOC participatory approach in the student affairs programs.

Keywords: disciplinary rules and regulations, compliance, behavior, participatory approach, discipline

Examining Students' Acceptance of using Google Forms as Lesson Playlists in Physical Science

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This study aims to examine students' technology acceptance of using Google Forms as Lesson Playlists in understanding Physical Science concepts based on the principle of constructivism and conversation theories. To examine the level of acceptance of this technology, a 7-point Likert-type inventory test called Technology Acceptance Model (TAM) is used, which is considered as the most-widely used framework in the field of Information Systems (IS) for measuring technology acceptance and was proven to be of high validity in different studies ¹. Moreover, Technology Acceptance Model (TAM) is an information systems model theory that explains how users come to accept the use of technology. This study is conducted on 103 students under the Accountancy, Business and Management strand of De La Salle Santiago Zobel School. Results of the study revealed that students found the use of GForms easy to use in terms of Perceived Ease of Use (PEOU), useful in studying science concepts when it comes to Perceived Usefulness (PU), a good idea to use in class works in terms of Attitude Towards Use (ATU) and intend to still use in other topics in terms of Intention to Use (ITU). Furthermore, most of the participants claimed that lessons presented using Playlists have encouraged them to think on their own and have helped increase their interest toward usage.

Keywords: Lesson Playlist, attitudes, technology, Physical Science, Google Form

Catholicity of Teachers in a Catholic University

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The purpose of the study is to assess the Catholicity of the teachers from the elementary, high school, college level, and graduate school level using a modified survey instrument based on the rubrics developed by the Diocese of Phoenix for Catholic Schools, anchored on the six essential marks of a Catholic School as the defining characteristics of Catholic Schools. These elements which flow directly from the Holy See's teaching on Catholic schools as compiled by Archbishop J. Michael Miller, CSB, and from statements by Pope Benedict XVI and the American bishops. The research used a descriptive-quantitative method. It studied the survey responses of the faculty members of a Catholic university about their level of Catholicity determined by their catholicity scores. Catholicity scores were established based on credible Catholic characteristics. Test of difference between the respondents' profile and their Catholicity scores were processed using appropriate statistical method (t-Test). The modified survey instrument used in the study containing 47 items questionnaire was subjected to content and face validation by experts in the field of Theology and research. Cleaning and validation procedures were carried out to ensure the reliability and validity of the data. The total number of respondents tallied to 121 teachers. Results and findings of this study generally reflect the high level of Catholicity of the faculty members in a Catholic university. It also concluded that there is no significant difference between the age and sex of the respondents to their Catholicity.

Keywords: Catholicity; Catholicism; Catholic University; Teacher Attributes

A Flexible Delivery of the SHS English Courses for the Student Athletes

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This research proposed a flexible delivery of the SHS English courses for the athletes in the following regard: an extension of the completion periods; an induction program for new recruits or a bridge program for athletes with academic deficiencies; context-based modules; blended learning (three days face-to-face interactions, two days virtual classroom interfaces); a smaller number of requirements; English Proficiency Program; English Only Please (EOP) campaign; flexible training schedules, and judiciously chosen tournament. The research participants were the Senior High School student-athletes for AY 2017-2018 and the study was limited to the first semester SHS English courses. The research looked into the students' baseline data from the Admission, Guidance, and Sports offices, and their academic grades. The proposed modules were implemented for the first semester of AY 2017-2018. The triangulation method was used in data gathering where the participants were asked to answer a survey questionnaire, interviewed individually or via a Focus Group Discussion (FGD), observed, and student records analyzed. A parallel questionnaire was administered to the SHS English faculty and an FGD-meeting was also conducted among the faculty. This being a mixed descriptive action research, data gathered were qualitatively grouped, coded and analyzed, while quantitative analysis was simple averaging of mean scores. Findings confirmed the students' facility of spoken English, but it also uncovers a discrepancy in the students' perception of their English grammar, vocabulary, and written English competencies from the faculty appraisals, supported by the students' scores in examinations and standardized tests. After the imposition of the module, the English proficiency classes, and the flexible accommodations, there seems a marked improvement in the student-athlete's English proficiencies as evidenced by the Approaching Proficiency and Proficient ratings in the College Readiness Test and their improved English grades. However, as in any program, the proposed flexible program is wanting of enhancements to optimize results.

Keywords: flexible delivery, SHS English courses, induction or bridge program, blended learning, context-based modules, English Proficiency Program, Learning Assistance Program

Pedagogies in Organic Chemistry Education: Current Trends

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Organic chemistry concepts and application encompass across fields of chemistry and even other disciplines, yet considered to be difficult to teach and learn by most. Several scientific literatures enumerated some problems and concerns while research reports elucidated some solutions and options. Incorporated in this article are existing issues and current trends in organic chemistry education which can inform students and teachers of challenges and possibilities in the field. Pedagogies of various forms and mode are reported and discussed on its use and potential impact to the teaching and learning process.

Keywords: Organic chemistry education, pedagogy

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