

The Use of Filipino as Medium of Instruction in the Basic Social Science Subjects in the Mendiola Consortium

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Introduction

The Filipino, which was understood to be the common national language under the 1973 Constitution, is a Tagalog-based language, which is no different from Pilipino, evolved by the Institute of National Language. In the absence of a law to the contrary Filipino, which shall continue to be used as a medium of official communication and as a language of instruction, is the same Tagalog-based Pilipino referred to in the 1987 Philippine Constitution.

Art.XIV Sec. 7, For purposes of communication and instruction, the official languages of the Philippines are Filipino and until otherwise provided by law, English.

The regional languages are the maxillary official languages in the regions and shall serve as auxiliary media of instruction therein.

Spanish and Arabic shall be promoted on a voluntary and optional basis.

For purposes of communication and instruction, the official languages are Filipino and English. Filipino shall always remain an official language as provided in Sec. 7, paragraph 1 of the Constitution of 1987. Congress, however, may by law provide that only Filipino shall be the official language, or make another language (e.g. Spanish) as additional language.

The DECS Circular No.15 was in response to Department Order No. 53, s. 1987 of the Department of Education, Culture, and Sports dated May 21, 1987 entitled "Patakaran sa Edukasyong Bilinggual ng 1987" and issued by the Honorable Lourdes R. Quisumbing, Secretary of Education, in full support of the 1987 Constitution. In part, it said:

Ang Pilipino at English ay gagamiting mga midyum ng pagtuturo, na ang gamit ay naaangkop sa mga tiyak ng asignatura sa kurikulum gaya ng inilalahad ng Kautusang Pangkagawaran Blg. 25, s. 1974.

Furthermore it also said:

Ang mga institusyong nasa antas tersiarya ay mangunguna sa intelektu-walisasyon ng Filipino. Gayunman, ang programa ng intelektuwalisasyon ay itataguyod din sa elementarya at sekundarya.

Department Order No. 54, s. 1987 issued by the Department of Education, Culture and Sports on May 27, 1987 entitled "Panuntunan ng Implementasyon ng

Patakaran sa Edukasyong Bilingguwal noong 1987” was also in consonance with the 1987 Constitution which declares thus:

Ang Edukasyong Bilingguwal ay nangangahulugan ng magkahiwalay na paggamit ng Filipino at English bilang mga midyum ng pagtuturo ng mga tiyak na asignatura. Dapat masunod ang magkahiwalay na paggamit ng Filipino at English sa pagtuturo.

Emy Pascacio sums up the rationale behind the bilingual policy as follows:

It is through bilingual education, that is, the use of Filipino and English as media of instruction in the schools, that we can hope to equip the Filipino bilingual with better preparation to examine the nature of change in this modern world, and also to enable him to understand better the distinction that must be made between change in the past and that which is on going.

His competence in English will equip him to handle modern technological development of the world’s store of knowledge, which is more accessible in English than in Pilipino. On the other hand, we do not want to continue with English as the only medium of instruction, since this is contrary to our efforts at finding ourselves and developing a sense of nationhood out of our own indigenous identity.

It is obvious that in order to develop a sense of nationhood in the Filipino people, Filipino is a better medium than English to express the country’s cultural traditions, values, beliefs, and national aspirations and should therefore be the medium of instruction in the Social Sciences.

She further adds that:

It is through the bilingual competence in Filipino that we as educators can hope to develop in him a deep sense of selfhood, creativity, love for work and efficiency in human interpersonal relationship. Only then can we expect responsible Filipino leaders and national citizenry that the country can be proud of.

Hence, the status of the implementation of the bilingual education in some basic social science subjects in educational institutions of higher learning, both public and private, is very vital at this time. If the goal as a people is to attain progress, there is a need to strengthen the implementation of bilingual education.

Dela Costa further believes that:

A Filipino who is proficient in two or more languages is usually a better-equipped individual for he can adapt to his complex environment with greater facility.

Functional bilingualism in English and Filipino is thus deemed to be more realistic approach in the attainment of educational goals. The challenge is to realize that goals rest in the hands of teachers and students who will ultimately carry out the program in the context and reliability of their respective classrooms. Accordingly, goals have been discussed time and again, and decisions and policies have been formulated. But more fingers are needed to point a direction towards these goals. In other words, it would be better to discuss processes rather than goals.

Further, Dela Costa (1987) said that:

We are very good at setting also but not so good at planning how to reach them. We seem to be more at ease in the serene realm of general principles than in the obscure, confused, rather messy region of contingent and concrete that we must make our general principles operative. It is there that we must work out by trial and error, step by step. It is only then that we may put our principles into practice.

Statement of the Problem

This study aims to determine the status and extent of the use of Filipino in teaching of basic Social Science subjects in the Mendiola Consortium, with the end goal of understanding the effects of the program and the problems encountered by the students, teachers, and administrators. To attain this goal, answer to the following specific problems were sought:

1. What is the perception of the students, faculty members and administrators of the Mendiola Consortium on the use of Filipino as the medium of instruction in basic social science subjects? Is there a significant difference in their perceptions?
2. What are the effects of the use of Filipino as a medium of instruction on the academic performance of the students?
3. What are the main problems encountered by the three groups of respondents in the implementation of Filipino as medium of instruction?
4. Based on the findings of the study, what course of action may be proposed?

Methodology

The descriptive method was used in this study as it deals with the current problems, prevailing conditions, present status, contemporary events, beliefs, attitudes, and opinions of segments of the population. Specifically, one of the data gathering techniques used in the present study to attain its objectives is the survey. The "word" survey indicates data gathering. The other type used is

documentary analysis as this refers to a scrutiny of printed materials and/ or documents to study the content or format.

The rationale for the use of descriptive survey methods lies in the fact that the study is concerned with perceptions of three groups of respondents: administrators, teachers, and students, of the extent of the use of Filipino in the tertiary level, as well as of their teachers' attitudes toward the program and the students toward teaching effectiveness.

Respondents

Three sets of respondents were used in the study, namely: the administrators, the Social Science teachers, and the students.

1. Administrators. The respondent-administrators consisted of the Director in charge of Academic Affairs and the area chairmen of the courses included in the implementation. However, it was observed that in some schools, the Deans are likewise the Department Heads; thus, for uniformity and convenience in statistical treatment, five (5) were drawn from each subject school to make a total of twenty (20) administrators.

2. Social Science Teachers. Classroom teachers teaching Social Science subjects constituted the second parameter of the study. Seven Social Science teachers were selected from the respondent schools to make a total of twenty-eight teachers.

3. Students. The students constituted the third population frame for the present study. For the population frame, 30% of the total number of students taking the four social science subjects were taken from each school, thus constituting a total of 857 student respondents. NCR schools involved in the study were used as the setting of the study. Specifically, the respondents were as follows:

Centro Escolar University	-	Mendiola Metro Manila
San Beda College	-	Mendiola, Metro Manila
College of the Holy Spirit	-	Mendiola, Metro Manila
La Consolacion College	-	Mendiola, Metro Manila

Sampling Scheme and Selection of the Respondents

The student respondents were selected through simple random sampling from the total number of students from each of the colleges and university at the Mendiola Consortium. Table 1 presents the frequency distribution of the respondents enrolled in the four social science subjects as of second semester of school year 2001-2002.

Table 1

Frequency Distribution of the Total Number of Student Respondents Enrolled in the Four Social Science Subjects as of Second Semester, 2001-2002

College/University	Number of Students
San Beda College	236

La Consolacion College	202
College of the Holy Spirit	166
Centro Escolar University	253
TOTAL	857

Table 2 presents the profile of the respondents according to gender. The total number of male student/respondents is three hundred sixty (360) or forty-two percent (42%) of the total student respondents' population compared to four hundred ninety-six (496) or fifty-eight percent (58%) of female students.

Table 2
Percentage Distribution of the Student Respondents from the Different Colleges and University at the Mendiola Consortium by Gender

College/University	Male	%	Female	%
TOTAL				
San Beda College	236	28	0	236
La Consolacion College	0	0	202	202
College of the Holy Spirit	0	0	166	166
Centro Escolar University	124	14	129	253
TOTAL	360	42	497	58

Table 3 presents the profile of teachers according to gender. There are twelve (12) male teacher respondents or forty-three percent (43%) as compared to sixteen (16) female respondents or fifty-seven percent (57%).

Table 3
Percentage Distribution of Teacher Respondents from the Different Colleges and University at the Mendiola Consortium by Gender

College/University	Male	%	Female	%
TOTAL				
San Beda College	4	14	3	7
La Consolacion College	3	11	4	7
College of the Holy Spirit	2	7	5	7
Centro Escolar University	3	11	4	7
TOTAL	12	43	16	28

The teacher respondents were selected through simple random sampling from the total number of teachers from each of the college and university at the Mendiola Consortium, as follows:

San Beda College	-	7
La Consolacion College	-	7
College of the Holy Spirit	-	7
Centro Escolar University	-	7

Table 4
Percentage Distribution of Administrators Respondents from the Different Colleges and University at the Mendiola Consortium by Gender

Colleges/ University	Male		Female	
TOTAL		%		%
San Beda College	3	15	2	5
La Consolacion College	2	10	3	5
College of the Holy Spirit	2	10	3	5
Centro Escolar University	3	15	2	5
TOTAL	10	50	10	20

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The administrator respondents were selected through simple random sampling from the total number of administrators from each of the colleges and university at the Mendiola Consortium.

Table 4 presents the profile of the administrator respondents according to gender. There are ten (10) male administrator respondents or fifty percent (50%) and ten (10) female administrator respondents or fifty percent from the total administrator respondents.

Table 5
Percentage Distribution of the Teacher Respondents from the Different Colleges and University at the Mendiola Consortium According to Educational Attainment

College/University	BS Graduate		Master's		Doctoral	
TOTAL		%		%		%
	Degree		Degree		Degree	
San Beda College	1	3.57	4	14.28	2	7.14
La Consolacion College	1	3.57	3	10.71	3	10.71
College of the Holy Spirit	1	3.57	2	7.14	4	14.28
Centro Escolar University	1	3.57	3	10.71	3	10.71
TOTAL	4	14.28	12	42.86	12	42.86

Table 5 presents the profile of the teacher respondents according to their educational attainment. There are four (4) teacher respondents or fourteen point twenty-eight percent (14.28%) of the total number of teacher respondents who have attained a BS Graduate Degree. Twelve (12) teacher respondents or forty-two point eighty-six percent (42.86%) attained a master's degree and twelve (12) others or forty-two point eight-six percent (42.86%) attained a Doctoral degree.

Table 6
Percentage Distribution of the Administrator Respondents from the Different Colleges and University at the Mendiola Consortium According to Educational Attainment

College/University	BS Graduate	%	Master's	%	Doctoral	%	
TOTAL	Degree		Degree		Degree		
San Beda College	0	0	2	10	3	15	5
La Consolacion College	0	0	2	10	3	15	5
College of the Holy Spirit	0	0	1	5	4	20	5
Centro Escolar University	0	0	0	0	5	25	5
TOTAL	0	0	5	25	15	75	20

Table 6 shows the profile of the administrator respondents according to their educational attainment. There is a total of five (5) administrator respondents or twenty-five percent (25%) of the total number respondents who have attained a master's degree, while fifteen (15) administrator respondents or seventy-five percent (75%) attained their doctoral degree.

Summary

This study aimed to determine the status and use of Filipino language in the teaching of basic Social Science subjects in the tertiary level at the NCR, with an end to understand the problems and effect encountered by the students, teachers, and administrators in their respective schools, based on the result of this study.

The descriptive study was confined to the status on the use of the Filipino language in basic Social Science subjects as perceived by the students, teachers, and administrators of the Mendiola Consortium.

Status descriptions were limited to four selected private university and colleges in Metro Manila, Region XIII, namely: San Beda College, College of the Holy Spirit, La Consolacion College, and Centro Escolar University for the school year 2001-2002.

The Social Science subjects covered by this study were Philippine History, Philippine Constitution, Rizal, and Economics.

The respondents were (857) students, (28) faculty members teaching social science subjects, and (20) administrators in the four private schools during the school year 2001 – 2002.

The researcher used descriptive method and a questionnaire as a tool in answering the sub-problems. The following instruments were used for validation of data.

Instrument No. 1 - Profile of the Respondents

This was constructed by the researcher and the adviser for the purpose of describing the students, teachers, and administrators who were the respondents of the study. The profile contains the number of respondents from each school, and gender and educational attainment of the teachers and administrators.

Instrument No. 2 - The responses given by the various respondents on the different parts of the questionnaire

This was constructed by the researcher to evaluate the perception, to enumerate the effects of the implementation, to analyze the problems encountered, and to offer recommendations to resolve the problems.

The statistical methods and formulas used in the treatment of the data gathered were as follows:

1. Percentage Method. It was used to establish the profile of the respondents, as well as the results on the number of respondents per item on the questionnaire.

2. General Weighted Mean. It was used to establish the overall number of responses given by the three groups of respondents.

Findings

1. Perception of the respondents in using Filipino in Social Science subjects:

1.1 The implementation on the use of Filipino as a medium of instruction in the basic Social Science subjects of the Philippine History, Philippine Constitution, Rizal, and Economics was generally welcomed positively by the three groups of respondents and was rated *High* with an obtained weighted mean of 4.12, excluding the item on instructional materials.

1.2 The administrators, the teachers, and the students have a low assessment on the sufficient availability of the instructional materials in Filipino, supported by the overall mean of 2.58.

2. Effects in using Filipino in Social Science subjects:

2.1 The students' mean academic performance as measured by their grades at the end of the semester falls on the average level with grades ranging from 2.1 to 3.0 and with an overall mean of 2.29.

2.2 The three groups of respondents stated the following positive effects in using Filipino:

2.2.1 Students were able to participate actively in the discussion. This is supported by 4.49 weighted mean.

2.2.2 The students developed the spirit of nationalism. This is supported by the weighted mean of 4.25.

3. Problems encountered in using Filipino:

Difficulty in comprehending the content or the subject matter in Filipino was the main problem they encountered. This was supported by weighted mean of 4.07.

4. Recommendations in the use of Filipino: The three groups of respondents recommended provision of glossaries to the students. The recommendation was rated Very High, with an overall mean of 4.63.

Conclusion

1. The implementation on the use of Filipino in the Social Science subjects at the four colleges and university at the Mendiola Consortium was very much appreciated by the three groups of respondents because of the benefits they obtained from the program.

2. The rapport between the students and their teachers improved due to the ease in communication and understanding brought about by the use of Filipino in class.
3. The only real problem that surfaced with the implementation of the program was the difficulty encountered by the students in their comprehension of the content or subject matter.
4. The best way to enhance the learning of the students is to provide a glossary of terms, which is what they have stated as a necessity through their responses.

Recommendation

1. The use of Filipino as medium of instruction in the basic social science subjects should be widely implemented. The planning and preparation of the materials should be a priority and a committee must be created to handle this.
2. The school authorities should also consider students' suggestions, which would enhance the implementation of the program. The students are the ones directly affected by the implementation.
3. Encourage Filipino writers to write books in Social Science subjects, using Filipino language.
4. Further training and seminars should be conducted for the teachers and administrators to enhance the implementation of the program.
5. The authorities concerned should work on the problem areas of the program and find ways to eliminate the problems without hampering the development of the program.
6. There should be one committee handling the production of the instructional materials in order to promote uniformity and consistency.
7. Similar studies should be conducted in the different consortiums, regions, and collegiate alliances to determine if there is similarity in the findings and if the findings are reflective of the true status of the program as endorsed by CHED on the nationwide policy level.
8. Sustain initial efforts based on the national level to conduct studies assessing the status of the use of Filipino and the effectiveness of the program.
9. Impose sanctions on the schools for non-compliance with the education policy.
10. The Commission on Higher Education should work with the Commission on National Language, which is tasked with further development and enhancement of Filipino in the tertiary levels in basic social science subjects.

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