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Multicultural Education Approach in Language Teaching

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Abstract: *Recent developments in language teaching include the emphasis placed upon the development of intercultural competence among ESL and EFL teachers. This means that a competent language teacher is someone who has linguistic, strategic and discourse competence but is also someone who has a high level of intercultural competence. As the city has become home to linguistically and culturally diverse individuals, language educators are confronted with several concerns such as the growing number of students who are characterized with Limited English Proficiency (LEP) and the need for a language pedagogy that will meet the language needs of the new student population. This quantitative-descriptive research explores on the level of intercultural competence of language teachers and the level in the implementation of the multicultural education in language teaching of the language teachers in the selected higher education institutions in Baguio City. It was found out that the teachers' level of intercultural competence yielded 3.15 qualitatively described as high, interpreted as competent which creates a picture that language teachers are interculturally competent but still need improvement in terms of intercultural education. Language teachers are competent in terms of cultural knowledge and skills and very competent in terms of attitude. On the other hand, language teachers substantially implement (3.22) the multicultural education approach in language teaching which can be interpreted that there was an attempt to implement multicultural education approach, but the effort was not sufficient.*

Keywords: Higher Education Institutions, intercultural competence, language teaching multicultural education approach

I. INTRODUCTION

"The secret of education lies in respecting the pupil." -Ralph Waldo Emerson. The statement from a great essayist, Ralph Waldo Emerson, emphasizes the responsibility of educators to broaden their perspective concerning individuals to develop self-worth. This responsibility of educators has been emphasized by proponents of the Multi-cultural Education Approach to Language Teaching (MEALT) and those who specialize in intercultural or cross-cultural communication.

Intercultural education, according to the National Council for Curriculum and Assessment (NCCA, 2006), is an education which respects, celebrates, and recognizes the normality of diversity in all areas of human life. It sensitizes the learners to the ides that humans have naturally developed a range of different ways of life, customs, and worldviews, and that this breadth of human life enriches all men. It is an education, which promotes equality and human rights, challenges unfair discrimination, and promotes the values upon which equality is built.

Significantly linked with Intercultural Education defined by Stier is Multicultural education. As defined by Banks (2001), "multicultural education is a reform movement designed to change the total educational environment so that students from diverse racial and ethnic groups, exceptional students, and students from each social-class or group will experience equal educational opportunities in school.

As the city has become home to linguistically and culturally diverse individuals, language educators are confronted with several concerns such as the growing number of students who are characterized with Limited English Proficiency (LEP) and the need for a language pedagogy that will meet the language needs of the new student population. In response to this phenomenon, multicultural education approach has come to the fore. However, Abletis' (2010) article on "Viability of Multicultural Education in Promoting Cultural Pluralism and Understanding in the Philippines, reiterated the idea that in the Philippines, the efforts are localized and not recognized, that the practice of multicultural education in the Philippines is alive only at educational institutions where there is high concentration of indigenous people, and that many educators in the country are still unaware of the approach and its nature.

Richards et.al (2006), postulated that there is a need for teachers to employ not only theoretically sound but also culturally responsive pedagogy. Teachers must create classroom culture where all students regardless of their cultural and linguistic background are welcomed and supported and provided with the best opportunity to learn. Gay (2000), Hawley & Jackson (1995) and Banks (2000) also affirmed that "the increasing diversity within the nation and its schools poses serious challenges.

Hence, with this diversity, the need for a widespread implementation of the multicultural education approach cannot be denied.

The main purpose of this study was to determine the level of intercultural competence of language teachers in selected Higher Education Institutions in Baguio City and their level of implementation of the multi-cultural approach to language teaching. Specifically, this study aimed to answer the following questions:

1. What is the level of intercultural competence of language teachers of selected private Higher Educational Institutions in Baguio City?
2. What is the level of implementation of multicultural education approach in language teaching of selected private Higher Educational Institutions in Baguio City?
3. What is the relationship between the level of intercultural competence and the level of implementation of multicultural education approach in language teaching of the selected private HEIs in Baguio City?

II. RELATED LITERATURE

Recent developments in language teaching include the emphasis placed upon the development of intercultural competence among ESL and EFL teachers. This means that a competent language teacher is someone who has linguistic, strategic and discourse competence but is also someone who has a high level of intercultural competence. He is not only knowledgeable but is also skillful in the use of the so-called multi-cultural approach to language teaching. This is in response to widespread migration leading to the diversity in terms of language and culture among students (Nunan, 1999).

In the United States, a great number of immigrants from the different parts of the globe, majority of whom are Asians, populate not just elementary and middle schools but also universities. The Philippines, which is an Asian country is not exempted from this phenomenon. Other Asian nationals such as Chinese, Japanese, Thais and Koreans as well as African nationals enter the Philippines as students. Their population adds to the number of linguistically and culturally diverse students populating higher education institutions.

The recent drastic change in the number of linguistically and culturally diverse students that can be seen in the Philippine educational demographic landscape is caused by the abrupt increase in students' mobility. Currently, there are 61,601 foreign students in the country based on the survey done on February 09, 2012, by the Bureau of Immigration (BI). Moreover, there are 19,654 holders of student visa, 4,284 are former tourists who later opted to study here while 15,370 were old students who renewed their visa. A total of 29,462 foreigners applied for Special Student Permit (SSP) in the different BI field offices in the provinces, while 8,846 obtained their SSP from the main office in Manila. Furthermore, Sarino (2011), marked that out of more than 26,000 foreign students, there are more than 17,000 enrolled in various HEIs. South Koreans topped the list, numbering to 11,612, followed by 3, 961 Chinese and 3,225 Iranians. These foreign students are accommodated in the country by 229 private HEIs. One significant consequence of this global phenomenon is multiculturalism, whereby students from varied nationalities, cultures, religions, and belief systems share the same classrooms, laboratories, and other school facilities while overcoming, language barriers and social stereotypes. (Sarino, 2011)

Pedagogical impediment affects learners' performance which educators should be aware of since these issues can cause barriers to learn specifically, insufficient support of educators, inappropriate and unfair assessment procedures, and inflexible curriculum. In the light of these issues, the researcher of this study took as a challenge to determine the relationship between the level of intercultural competence and the level of implementation of multicultural education approach in language teaching of the selected higher education institutions of Baguio City.

Petre (2006) as cited by Luka (2007) emphasized the goal of intercultural education that incorporates three stages: transformation of teachers themselves, transformation of the system of education and schools, and transformation of society. He asserts that a teacher must be open to changes and must be able to evaluate and accept the positive ones.

Byram's five components on intercultural competence are as follows:

a. attitudes (savoir- être) of the intercultural speaker. This component enfolds curiosity and openness. This means that a person should be prepared to relativize their values and behaviours and not assume that they are the only possible and correct ones.
b. knowledge (savoir) – in Byram's model knowledge does not predominantly relate to knowledge about a specific culture, but rather knowledge of how social groups and social identity's function, both one's own and others.
c. skills (savoir comprendre) – an ability to interpret, explain and relate to an event from another culture. Since intercultural speakers need to be able to see how misunderstandings can arise, and how they might be able to resolve them, they need the attitudes of decentering and skills to comparing.
d. skills of discovery and interaction (savoir faire) – an ability to acquire new knowledge of a culture and cultural practices as well as skills and attitudes of under the constraints of real-time communication and interaction.
e. critical cultural awareness (savoir s'engager) – an ability to evaluate, critically and based on explicit criteria, practices, and products in the speaker's own and other cultures. (Byram 2009).

Multicultural education has various goals that can be accomplished and reached when implemented into a classroom. In the article Multicultural Education Issues and Perspectives, by James A. Banks and Cheery A. McGee Banks, stated that one of the important goals of multicultural education is to provide growth in students' consciousness, "major goal of multicultural education is to help students to develop the knowledge, attitudes, and skills needed to function within their own micro cultures" (Banks p.25). Multicultural Education can be implemented in elementary schools in various ways. Having multicultural education applied in a classroom curriculum can increase students learning by matching learning styles with teachers' strategies. Finding the correct approach to teaching students can create students to be motivated to learn about multiculturalism and can have teacher meet each student's needs. Teachers can apply strategies into their curriculum and lesson plans where students can learn more about change, empowerment, equity, and justice in a way that they can understand these different factors at their young age. Learning from student's backgrounds, culture, values, and beliefs can promote the social action of the students no unknown groups rather than their own.

In a multicultural educational setting, educators are required to develop a curriculum that is "culturally sensitive, culturally responsive, and culturally relevant" (Dejaeghere & Cao, 2009; Schlein, 2018). However, such a curriculum would become feasible only when instructors are equipped with intercultural knowledge and skills and are better able to reflect upon their pre-existing biases, discrimination, stereotypes about diversity (Hajisoteriou et al., 2018) or ethnocentrism.

Multicultural education proves several reasons to be integrated in the Philippine educational system. Multicultural education addresses the issue that education should promote total human liberation and development Article 2 Section 17 of the Philippine Constitution inevitably includes human rights education in the curriculum and encourages critical thinking and creativity. In addition, Article 14, Section 3 of the same Code, provides for indigenous people the right to establish and control their educational systems and institutions and through its capacity to empower people and to encourage critical thinking. This is supported by Chapter 6, Section 30 of IPRA which recognizes the State's role to recognize and preserve the dignity and diversity of the cultures, traditions, histories, and aspirations of the indigenous people. As such, indigenous people are appropriately reflected in all forms of education, public information, and cultural-educational exchange (IPRA Chapter 6, Section 31).

In effect, this diversity, realized and recognized by IPRA captures the significance of multicultural education as the primary approach in public and private schools for equality, and justice, for brotherhood and for world peace.

However, as educators realize the need for the use of multicultural education, they are beset by the challenge to address a few systematic, curricular, and pedagogical impediments. Systematic impediments can contribute to conditions that may cause barriers to learn particularly, lack of basic and appropriate support materials, lack of assistive device, inadequate facilities in school lack of mother tongue educators or highly competent teachers.
It should be noted that the availability of educational resources plays a vital role in an effective learning in any society.

On the other hand, curricular impediments add up to the factors that affect learning. A broader understanding of curriculum would embrace all learning experiences that are available for learners in their schools and communities. Curricular impediments entail unplanned course materials, perspective and worldview that greatly affect learners.

III. METHODOLOGY

Research Method

This study on the multicultural approach in English language teaching is descriptive-correlative research. It sought to determine the relationship between the level of the intercultural competence and the level of implementation of multicultural education approach in language teaching of the Selected Private HEIs of Baguio City. Data were gathered through a survey-questionnaire.

Population and Locale

The respondents of the study were language teachers from selected private Higher Educational Institutions (HEIs) in Baguio City who are handling foreign students enrolled in

AB English program. Selected private HEIs refer to Saint Louis University, University of Baguio, and University of the Cordilleras, which accommodate a wide range of both local and foreign students. Of the 20 respondents, 5 or (25%) came from Saint Louis University, 5 or (25%) from University of Baguio and 10 (50%) from University of the Cordilleras. Total enumeration was used in this study.

Data Gathering Instrument

The data gathering tools used in this research were two survey questionnaires. Firstly, items of the intercultural competence questionnaire were based on the concepts presented by the Federation of the Experiment in International Living (FEIL), founded on July 23, 1932. This researcher-made questionnaire is a 30-item survey which covers the three dimensions of intercultural communicative competences: knowledge or awareness, attitude, and skill. Secondly, the Multicultural Education Approach in Language Teaching (MEALT) questionnaire is a 40-item survey which measures content integration, knowledge construction, prejudice reduction, and empowerment of the school and social structure.

Each questionnaire has reliability results: the Intercultural competence questionnaire has a reliability coefficient of .965 (Cronbach's Alpha) interpreted as very high reliability and the MEALT has reliability coefficient of .957 (Cronbach's Alpha) interpreted as very high reliability. Thus, these questionnaires further show a high internal consistency which means that all the items are highly reliable.

Data Analysis

This research on multicultural education approach in language teaching used statistical tools such as: frequency counting, weighted mean, percentage, and Pearson-Product Moment of Correlation**.** The data gathered were treated using the Statistical Packages for Social Sciences (SPSS).

First, to determine the level of intercultural competence, descriptive statistics such as frequency distribution, percentage counting and weighted mean were used. A four-point Likert scale was used to determine the level of intercultural competence and the level of implementation of the multicultural approach in language teaching. The scale used on the level of intercultural competence was: 3.25-4.00 Very Competent, 2.50- 3.24 High Competent, 1.75-2.49 Not so Competent and 1.00-1.74 Not competent.

Second, to determine the level of implementation of the multicultural education approach in language teaching descriptive statistics such as frequency distribution, percentage counting and weighted mean were used. The scale used on the level of implementation on multicultural education approach in language teaching was: 3.25-4.00 Very substantial implementation, 2.50-3.24 Substantial implementation, 1.75-249 Emerging implementation and 1.00-1.74 No Implementation.

Third, to determine the relationship between the level of intercultural competence and the level of implementation of the multicultural education approach in language teaching, Pearson-Product Moment of Correlation was used. The statistical distribution for this item is as follow: .91-1.00 Very High Correlation, .71- .90 High Correlation .41- .70 Moderate Correlation, .21- .40 Low Correlation and .00- .20 Very Low Correlation.

IV. RESULTS

The first problem is focused on the level of intercultural competence of the language teachers. Table 1 presents a summary of the level of intercultural competence (knowledge/awareness, skills, and attitude) of the language teachers in the selected higher education institutions in Baguio City. As shown on the table, the overall mean score of the teachers' level of intercultural competence yielded 3.15 qualitatively described as high, interpreted as competent. On the one hand, this finding creates a picture that language teachers are interculturally competent but still need improvement in terms of intercultural education.

Table 1
Level of Intercultural Competence of the Language Teachers

Intercultural Competence	Mean	Descriptive Equivalent	Interpretation
Knowledge	2.90	H	C
Skills	3.14	H	C
Attitude	3.43	VH	VC
TOTAL	**3.15**	**High**	**Competent**

On the other hand, this somehow shows a positive thing on the part of the respondent teachers since they acknowledge their limitation in terms of knowledge/awareness. From the said finding, one may infer that the respondents having a positive attitude can still increase their level of knowledge to very high or very competent. The said result predicts their response to the training on intercultural and multicultural offered to them.

More specifically, the mean for attitude is 3.43, described or "very high" and interpreted as "very competent"; whereas the mean for knowledge is 2.90 described as high and interpreted as competent.

The second problem is geared towards the level of implementation on the multicultural education approach in language teaching. Table 2 presents a summary of the level of MEALT implementation along four dimensions or categories.

Table 2
Level of implementation of MEALT

Multicultural Approach in Language Teaching	Mean	Descriptive Equivalent	Interpretation
Content integration	2.99	High	Substantial implementation
Knowledge construction	3.46	Very High	Very substantial implementation
Prejudice Reduction	3.18	High	Substantial implementation
Empowerment of the school and social structure	3.12	High	Substantial implementation
TOTAL	**3.22**	**High**	**Substantial Implementation**

As indicated, the language teachers rated the level of implementation of the multicultural education approach in language teaching high, with an overall mean score of 3.22 qualitatively described as substantially implemented. This rating indicates a substantial implementation. This means that there was an attempt to implement multicultural education approach, but the effort was not sufficient.

The last problem is centered on the relationship of the level of intercultural competence (IC) of the language teachers and the level of implementation on the multicultural education approach in language teaching (MEALT). Table 3 shows the correlation between the level of intercultural competence and the level of implementation of multicultural education approach in language teaching.

Table 3
Correlation of the Level of IC and the Level of Implementation of MEALT

Areas of ICC	Level of implementation of MEALT	Correlation	DE
Knowledge	Content integration	0.55	MC
	Knowledge construction	0.26	LC
	Prejudice Reduction	0.40	LC
	Empowerment of school culture and social	0.40	LC

	structure		
	Total	0.46	MC
Attitude	Content integration	-0.11	LC
	Knowledge construction	0.24	LC
	Prejudice Reduction	-0.05	LC
	Empowerment of school culture and social structure	0.03	LC
	Total	0.02	LC
Skills	Content integration	0.19	LC
	Knowledge construction	0.39	LC
	Prejudice Reduction	0.25	LC
	Empowerment of school culture and social structure	0.35	LC
	TOTAL	**0.35**	**LC**
	Overall		
ICC	ME	0.41	LC
	TV	0.076	

Results show that the computed correlation coefficient of 0.41 is greater than the tabular value of 0.076 at alpha .05 level of significance. This means that there is a significant correlation between the level of intercultural competence and the level of implementation of multicultural education approach in language teaching of the language teachers in the selected higher education institutions in Baguio City, signifying the acceptance of the hypothesis.

V. DISCUSSION

Level of Intercultural Competence of Language Teachers

There are three dimensions along which the level of intercultural competence of the respondents was based. These include knowledge or awareness, attitude, and skills.

Knowledge or awareness

Knowledge in the study refers to awareness or understanding of requisite information and actions. It refers to self-awareness; communicative awareness, especially of the different linguistic and communicative conventions within different cultures; culture-specific knowledge, especially knowledge of the perspectives, practices, and products of different cultural groups; and general cultural knowledge, especially knowledge of processes of cultural, societal, and individual interaction (Dooly, 2006).

The respondents have enough knowledge on what culture is about. This is not surprising since the respondents are university teachers handling English major subjects such as Introduction to Linguistics, Sociolinguistics, Literature of the Philippines, and World literature which includes discussions on the relationship between language and culture. As teacher of literature, the respondents tackle socio-cultural and political realities depicted in some literary selections to enrich the students' knowledge and enable them to relate this learning to real-life situations. And as teachers in the University of the Cordilleras, the respondents adhere to the application of UC's vision stated as: "UC shall help preserve and develop Filipino culture and values." (UC Faculty Manual, as available 2013).

This implies that the respondents have developed a high degree of cultural sensitivity able to observe significant differences in terms of practices and beliefs. This is not surprising since the respondents live in a culturally diverse society-the Philippines. It is to be noted that though all respondents are Filipinos, they represent various linguistic and cultural groups such as Kankana-eys, Ilonggo, Ibalois, Ilocanos and Tagalog.

Moreover, as teachers handling foreign students, the respondents have developed the attitude of observing their foreign students' way of interacting with Filipino students and other nationalities. As implied, the teachers, aware of the linguistic group and cultural groups to which they belong are also aware of the major areas along which differences between their culture and other respondents' culture are found or marked. When interviewed, a respondent representing the Ibalois noted the difference between the Kankanaeys and Ibaloi in terms of the use of ganza or gong specifically during weddings.

In greeting an older person, Ilocanos have their own way of showing respect such as using "manong/manung" (elder brother), "manang" (elder sister) whereas, Kankanaeys do not have such equivalents. Most often, the Kankanaey's failure to use the polite expressions are misunderstood to be manifestations of rudeness or lack of respect. This means that while the respondents have claimed to have a basic knowledge of the definition of culture, and though they may have applied basic interpersonal skills in dealing with people of other culture, they still recognize their need to know specific models introduced by experts in cross-cultural communication to enable them to confidently teach English particularly to foreign nationals whom they are meeting for the first time in their language class such as Vietnamese students who do not often populate the selected Higher Education Institution (HEIs) included in this study.

Attitude

Attitude in this study include respect for other cultures; curiosity about other cultures; openness to people from other cultures and intercultural learning; willingness to suspend judgment, tolerance to ambiguity and value cultural diversity (Dooly, 2006). This means that people must realize their own values, beliefs and behaviors, refrain from assuming that they are the only possible and naturally correct ones and see how they look from the point of view of an outsider whose perception, set of values, beliefs and behaviors are different. This is called the ability to 'decentre' (Byram, M. et.al.(2002).

Language teachers who are enhanced with physical, international, social, and emotional capacities play vital roles to students' life. These roles can be identified as a transmitter or mediator of culture, agent of social change, a facilitator, a researcher, an arbiter, en educator, a professional, and a parent (Hilbero, et.al, 2006).

Leveridge (2008), argued that language teachers must instruct their students on the cultural background of language usage, choose culturally appropriate teaching styles, and explore cultural-based linguistic differences to promote understanding instead of misconceptions or prejudices. The students, when using the learnt language, may use the language inappropriately or within the wrong cultural context, thus defeating the purpose of learning a language. Because language is closely entwined with culture, language teachers entering a different culture must respect their cultural values. As Englebert (2004) recounted: "… to teach a foreign language is also to teach a foreign culture, and it is important to teach a foreign culture, and it is important to be sensitive to the fact that our students, our colleges, our administrators, and, if we live abroad, our neighbors do not share all our cultural paradigms (cited in Leveridge, 2008, p. 100).

As such teachers need to have a positive attitude towards cultures other than their own and accept differences in terms of cultural beliefs and practices. This way, their students would also have positive attitude towards their classmates who exhibit cultural practices and beliefs. Negative attitude becomes a filter in the acquisition of cultural inputs and in the teaching of language items to students.

Skills

Intercultural skills include: skills of listening to people from other cultures; skills of interacting with people from other cultures; linguistic, sociolinguistic and discourse skills, including skills in managing breakdowns in communication; skills in discovering information about other cultures; skills of interpreting cultures and relating cultures to one another (European Wergeland Center, 2009).

As Hui (2005) underscored, language teachers must remember that people from different cultures learn things in different ways. Intercultural skills include skills of listening to people from other cultures; skills of interacting with people from other cultures; linguistic, sociolinguistic and discourse skills, including skills in managing breakdowns in communication; skills in discovering information about other cultures; skills of interpreting cultures and relating cultures to one another (European Wergeland Center, 2009).

The finding implies that though, the teachers can adjust their behaviors to their students, they still have not reached the highest level of intercultural competence along skill. This further suggests that language teachers need to be more exposed to culture-based training/seminars. The use of appropriate outfit has always been part of teachers' training to maintain a high level of decency even in the way clothes are used. At the University of the Cordilleras, teachers are made knowledgeable about dress code: "[the] teacher shall be appropriately dressed at all times when they are within the school campus and in other school functions held outside of the campus" (UC Faculty Manual).The other responding institution, Saint Louis University asserts the dress code from the Growth and Leadership where it states that "A faculty leads others by the practice of his profession and by the example of his life" (SLU Faculty Handbook p54, 1995). The imposition of dress code helped developed consciousness on appropriate outfit.

Language teachers have a great deal of training in the acquisition and learning of English as a second language, the lack of foreign subjects and vernacular or local languages (aside from their mother tongue) offered in the undergraduate programs (except for Hospitality and Tourism Management) lessen the drive of teachers to learn the languages of their students such as the Korean language, Mandarin, and some vernacular languages. Thus, professional development is needed along this area.

Spitzberg (2000) theorized intercultural communication competence as "an impression that behavior is appropriate and effective in a given context". Martin and Nakayama (2004) define intercultural communication competence as "the ability to behave effectively and appropriately in interacting across cultures". This suggests that teachers, to be effective in multicultural classroom are expected to hone their skills in dealing with the differences among their students in terms of linguistic and cultural behaviors and in eliciting from them positive or optimistic responses to their cultural differences or gaps.

One should not only compare but contrast the cultural differences in language usage. Visualizing and understanding the differences between the two will enable the student to correctly judge the appropriate from the inappropriate behaviors. This finding is supported by Krashen's Affective Filter Hypothesis which claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. (Nolan, 2011).

All these findings on the teachers' level of intercultural competence reveal positive qualities possessed by the said teachers but still need to be improved.

Level of Implementation of Multicultural Education Approach in Language Teaching

The level of implementation of multicultural education approach in language teaching is measured into four categories such as content integration, knowledge construction, prejudice reduction and empowerment of the school and social structure.

Content Integration

Content integration deals with the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline. The infusion of ethnic and cultural content into a subject area is logical and not contrived when this dimension is implemented properly (Banks, 2008).

More opportunities exist for the integration of ethnic and cultural content in language teaching. There are frequent and ample opportunities for teachers to use ethnic and cultural content to illustrate concepts, themes and principles in the literature, and language arts. Teachers use texts from a variety of cultures and groups to illustrate key concepts, principles, and theories. The findings imply that there is a need for teachers to consider the contribution of linguists/authors from different ethnic groups, nationalities, and genders and use these to help students overcome their fear and negative attitude towards language teaching and towards other culture.

The lack of culture-based materials particularly of the Korean, Chinese and African culture in the list of language books and manuals to teachers make it difficult for language teachers to increase their level of multicultural education approach in language teaching along content integration. A good number of books and manuals available at school libraries in Baguio and the whole country are Content-Based Instruction (CBI-based) but majority of these content-based books and manuals integrate language with content subjects such as history, values, physical education, engineering, accounting, hospitality and tourism industry and health care. Not a good number integrates foreign culture and language.

Banks (2008) claimed that the implementation of the multicultural education approach in language teaching (MEALT) along content integration requires the use of the Additive Approach. Additive approach is frequently used by teachers to integrate content about ethnic and cultural groups into the school curriculum. In this approach, the organization and structure of the curriculum remains unchanged. For example, examining the perspective of a Native American about Thanksgiving would be adding cultural diversity to the traditional view of Thanksgiving. However, this approach does not necessarily transform thinking (Banks, 1999).

If additive approach is implemented in the Philippines particularly language- related courses in Baguio City where Koreans flock in the universities to take particularly Bachelor of Arts in English, special units on Korean culture and literature be added to the curriculum. When this is done, the Filipinos taking AB English will be at an advantage because they will be assured of an easier task once absorbed in Korean –run institutions or if given the opportunity to work as a language teacher in Korea, they will have a lesser chance to suffer from what is known as culture shock. This claim is supported by Bandura’s Social Learning Theory/Observation and Imitation Theory that believes on the individuals who learn or gain information from what others do, to make decisions about which of those observed are worthy of adoption, and to use that information in later situations that require a response. Further, Bandura also reiterated that social learning is acquired through observation, imitation, or combination of both (Hilbero et al., 2006).

Knowledge Construction

Another dimension is known as knowledge construction. Knowledge construction refers to the process of connecting prior cultural knowledge or idea with new ones. The teacher provides subject matter resources and classroom opportunities to extend students' home cultural knowledge and experiences to construct new knowledge and understanding (Sheet 2005). The knowledge construction process describes teaching activities that help students to understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspective, and biases of researchers and textbook writers influence the ways in which knowledge is constructed. The knowledge construction process describes teaching activities that help students to understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases of researchers and textbook writers influence the ways in which knowledge is constructed (Banks, 2006).

While it is imperative for teachers to begin with what the students already know and proceed to what they do not know-in the case of the foreign students, their native culture (point of departure), it is equally important to extend this knowledge to the host culture. When this is effectively carried out, the foreign students develop a greater appreciation to the host culture, thereby lessening their level of anxiety and lessen chances for culture shock.

Moreover, the findings of this study are in line with Ausubel's view, to learn meaningfully, students must relate new knowledge (concepts and propositions) to what they already know. He proposed the notion of an advanced organizer to help students link their ideas with new material or concepts. Ausubel's theory of learning claims that new concepts to be learned can be incorporated into more inclusive concepts or ideas.

The implementation of the MEALT along knowledge construction invokes the use of so-called Transformation Approach. This approach according to Banks brings content about ethnic and cultural groups from the margin to the center of the curriculum. It helps students to understand how knowledge is constructed and how it reflects the experiences, values, and perspectives of its creators. In this approach, the structure, assumptions, and perspectives of the curriculum are changed so that the concepts, events, and issues taught are viewed from the perspectives and experiences of a range of racial, ethnic, and cultural groups. The center of the curriculum no longer focuses on mainstream and dominant groups, but on an event, issue, or concept that is viewed from many different angles or points of view. This is done while at the same time helping students to understand the nation's common heritage and traditions (Banks, 1999).

Janice Christy (2001) in her article entitled, "Building Respect in the Culturally Diverse Literature and Language Arts Classroom" stated that, "Students are more likely to benefit from literature in an environment that appreciates and respects diversity. Teacher regard for the cultures represented in the classroom builds a respectful, trusting climate—one where literature can function to bring very different people to common ground. *"Christy added that teachers must* choose teaching methods that foster peer relationships. Instruction must be designed well, something rich with concrete examples and visual cues that build on personal knowledge and student experience whenever possible. **Using literary examples that are exclusive to a single culture must likewise be avoided.** Examples that come easily are often those that come from our people's experiences; these are not to be assumed even if students share such experiences. Moreover, Christy posits that teacher have a wealth of resources at their disposal to both demonstrate appreciation for other cultures, while deepening acclimation to a majority's ways of life.

Supporting this idea is the Kramsch's theory on the third places. Kramsch claims that this third place is the one where L2 learners synthesized elements of different cultures and established their own understanding of the cultural differences between those cultures. It is on this unbounded and dynamic space where language learners bridged gap between cultural differences and achieve theory personal and communicative goals (Crozet & Liddicoat, 2000).

Prejudice Reduction

Prejudice reduction refers to the teachers' attempt to reduce, if not to remove students' feeling of superiority or inferiority mainly because of their race, ethnic affiliation, or social status (Banks, 2006). The prejudice reduction dimension of multicultural education seeks to help students develop positive and democratic racial attitudes. It also helps students to understand how ethnic identity is influenced by the context of schooling and the attitudes and beliefs of dominant social groups.

Joann Keyton (2002) noted that conflict resulting from prejudice often intimidates people making them lose confidence in their abilities to effectively interact with one another. Conflicts resulting from cultural differences can heighten anxiety which according to Stephen Krashen in his Affective Filter Hypothesis, is detrimental to a student's attempt to learn a language.

It is to be noted that most foreign students taking Bachelor of Arts in English in all the three selected HEIs are Koreans, followed by Chinese and Africans. At the extreme end are students demonstrating superiority over their classmates but at the other end are students exuding with inferiority complex. These two extremely opposite feelings are indicated by some students' isolation and non-participation at one end and hyperactivity and domination at the other end.

Empowerment of the School Culture and Social structure

Empowerment of the School Culture and Social structure involves restructuring the culture and organization of the school so that students from diverse racial, ethnic, and gender groups will experience equality. (Banks, 2006) The implementation of this dimension requires school reformation including the attitudes, beliefs, and action of teachers and administrators, the curriculum and course of study, assessment and testing procedures, and the styles and strategies used by teachers. (Banks, 2013). Members of the school staff examine and change the culture and social structure of the school. For example, the International Students' Circle may join force with local organization in carrying out a school-based project or even community-related activities like literacy programs. This will foster cooperation or collaboration as well as friendly relation between and among foreign students as well as school community. Grouping and labeling practices, sports participation, gaps in achievement among groups, different rates of enrollment in gifted and special education programs among groups, and the interaction of the staff and students across ethnic and racial lines are important variables that are to be examined and reformed.

In a study conducted by Dooly (2006) entitled, "Integrating Intercultural Competence and Citizenship Education into Teacher Training: A Pilot Project" which allowed 160 teacher trainees to undergo intensive teaching practice in a foreign country, while at the same time participating in a program aimed at improving their intercultural competences and understanding of what it means to be citizen in today's world, it was revealed that teacher trainees became more critically aware of their general perspective about social issues, increased their intercultural competence and learnt teaching strategies which can be eventually be transferred to teaching of citizenship. Dooly (2006) postulated the idea that teachers' styles and attitudes are rooted in experience and are developed through interactions (action/reaction) within this experience; these attitudes will gradually become well established within everyone. This supports the findings on the teachers' intercultural competence along attitude.

Karabinar, S. & Guler, C.Y. (2012) discovered in their study “The Attitudes of EFL Teachers Towards Teaching Culture and Their Classroom Practices” that there is no significant difference between native and non-native English-speaking teachers and between the teachers working at a state or private universities in terms of overall attitude towards teaching culture. On the other hand, the higher participation rate in training courses on teaching culture and professional development activities led to a more positive attitude towards the integration of culture.

Odeja, J.R.G. & Cecilia, R.R (2005) revealed that developing intercultural learning is not just a matter of acquiring cultural knowledge, but it rather implies changing attitudes and skills on behalf of language teachers.

In contrast with this view is a study conducted by Deveney (2007) which claimed that language teachers can also become competent without any specific teacher training and added that a teacher who is curious, reflective, flexible, caring, optimistic and genuinely interested in other cultures might also be successful in culturally diverse classes without any training.

The study of Popa et.al (2008) focuses on teacher’s intercultural competence and potential effects of intercultural training and experience among eighty-seven Romanian elementary and secondary school teachers, divided in four subgroups, discovered that intercultural training has a positive effect on teachers’ intercultural competence.

Pence and Macgillivray (2008) reported results from a study based on pre-service teachers’ personal journals analysis, focus groups with supervisors, observation notes, reflection papers, course evaluations, and a questionnaire completed one year after the experience abroad. They tried to assess the immediate impact of short-term international experiences why and may have led lasting impact the trip may have had on participants as future teachers. Participants indicated few negative experiences, and results prove that all overall the benefits included both professional and personal changes. Pre-service teachers mentioned as important benefits increased confidence, a better appreciation and respect for others and other cultures, and an awareness of the important feedback and reflection play in professional and personal growth.

The substantial implementation of MEALT is attributed to the vision and mission of the selected higher education institutions which provided items on culture. The University of the Cordilleras for example has in its vision statement which includes/ stipulates preservation of the Filipino culture (UC Faculty Manual). As this vision is impressed in the hearts of all teachers, it is no wonder why the respondents from the University of the Cordilleras made some attempts to implement MEALT. But while the concept of culture is superimposed, becoming open to other culture, and integrating culture – based activities in language classes however has not reached its full implementation. Despite the presence of torch in its seal which is a classical symbol of learning - that while UC is dedicated to the cultivation of a distinct Filipino culture, it has profited from the teachings of other cultures.

The other responding school, Saint Louis University is with the intention to transform their students, teachers, and staff into competent and creative professionals, i.e., workers who have at their fingertip’s extensive knowledge, skill, and attitudes relevant to their profession. The teachers can create new knowledge through research and to invent new ways of responding to the many challenges of the modern world (Hechanova, 2005).

The third responding HEI is the University of Baguio has in its vision of providing a globally competitive professional armed with relevant skills, talents, abilities, and knowledge needed for the optimum applications of his/her chosen career (University of Baguio).

As the findings reveal a substantial but not highly substantial implementation of MEALT, the implication is clear, that language teachers still need to give emphasis on content integration, prejudice reduction, empowerment of the school and social structure to fully increase the level of implementation of the multicultural education approach in language teaching.

Furthermore, language teachers are encouraged to give importance to texts from a variety of cultures and groups to illustrate key concepts, principles, and theories. Language teachers are also suggested to reduce if not to remove students' feeling of superiority or inferiority mainly because of their race, ethnic affiliation, or social status. The feeling of inferiority due to culture can become a filter which prevents or limits the accommodation, processing, and use of language in any communicative situation. As Krashen in his Affective Filter Hypothesis states, learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. (Nolan, 2011).

Thus, it is imperative for language teachers to conduct group activities that will not put premium on one culture over the other cultures; rather allow for the accommodation of varying cultural input such as tour guiding, culture laboratory, lace up and role plays. As key figures in the classroom, teachers may serve as instruments in the restructuring of the school culture and organization of the school so that students from diverse racial, ethnic, and gender groups will experience equality. (Banks, 2006).

Correlation of the Level of Intercultural Competence and the Level of Implementation of Multicultural Education Approach in Language Teaching

Intercultural competence is the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural context (Bennett & Bennett 2004). On the other hand, multicultural education approach promotes the use of culture-based texts and activities in a culturally diverse class and promotes unity among students of varying cultures. Data obtained indicate that the higher the level of the intercultural competence, the higher the implementation level of the multicultural education approach in language teaching by the language teachers. This implies that the teacher's implementation of multicultural education approach to language teaching (MEALT) is influenced or affected by the teacher's intercultural competence. To increase the level of implementation of MEALT, teachers must increase the level of their intercultural competence.

There is a significant correlation between the level of intercultural competence and the level of implementation of multicultural education approach in language teaching of the language teachers in the selected higher education institutions in Baguio City, signifying the acceptance of the hypothesis. The moderate level of correlation between knowledge and level of implementation of MEALT implies that teacher's knowledge of culture and its elements influence the teacher's use of multicultural education approach. The integration of this knowledge to the lessons for example in a reading class is evident in the selection of a reading text and how this text is treated or comprehended.

Supporting the result of the current study is research conducted by Donoghue & Brandwein (2012) entitled, "Improving Cultural Competence by Teaching Multicultural Education." The said study revealed that the rising ethnic and racial diversity in schools has continually led to call for multicultural education and higher level of cultural competence among teachers. Multicultural program is tested for its effects on the self-perceived cultural intelligence of the teachers delivering in the classrooms. The cultural intelligence scale (CI) was used to measure the cultural competence of 32 teachers at three points in time over a twelve-month period, during which they carried out a multicultural education program. The results indicate that cognitive, motivational, and behavioral cultural intelligence were enhanced during the study period.

In a language class dominated by Koreans for instance, as revealed during the informal interview with the respondents of this study, if a reading text talks about a Cordilleran culture, Ilocano, or Filipino culture in general, an effort is exerted to relate the said culture with the Korean culture, Chinese culture, African or Japanese and vice-versa.

In relation to greetings and the accompanying gestures executed by the Ilocano students such as a hand kiss coupled by “po” and “opo,” corresponding polite gestures such as bowing to elders and teachers by Korean and Chinese students were mentioned. Non-verbal means of communication are explained or integrated in the teachers’ attempt to reduce cultural prejudice.

The second dimension of intercultural competence, that is attitude, yielded a low correlation with the implementation of MEALT. This means that while there is a direct relationship between the two variables, this relationship is not that strong. This means that while the language teachers’ intercultural competence along attitude was found to be very high showing a very competent intercultural competence (highest level) along the said area or dimension, the level of MEALT implementation is just substantial not very substantial. A lot of factors could explain this low correlation between the given variables.

First, while it is true that the teachers claimed to have a very positive attitude towards other cultural groups, their implementation of MEALT is limited by some factors such as the lack of materials that talk about other cultural groups such as Africans. In the AB English program for instance where the researcher has gathered most responses from responding teachers, majority of the foreign students enrolled are Koreans. While there are Africans, Japanese and Chinese, they are outnumbered. Thus, the tendency of these language teachers is to talk more about the Filipino Korean similarities and contrasts. Since the Chinese and Japanese students are outnumbered, the said students most of the time do not demonstrate willingness to interact with the teacher, nor to the Filipinos and Koreans who consist of the majority. Thus, despite the positive attitude of language teachers, the implementation of MEALT is limited. Without reciprocity, cultural-content integration does not reach its maximum as Casmir in his Third Cultural Building Theory explains.

As posited by Casmir, two groups (such as the teacher and student or any culturally diverse groups) can benefit from each other if they help create an interactive environment or an environment where there is openness or willingness to share their culture without fear of being discriminated, misunderstood, offended or ignored or if both groups exert effort in adjusting and communicating.

Just as there is an evident low correlation between attitude and MEALT implementation, another set of variables, level of intercultural competence along skills and level of implementation of MEALT yielded a low correlation. This means that though the former can be predictive of the MEALT implementation, the predictive element in this study is low. It implies that even if the intercultural competence of teachers is very high, it does not follow that the MEALT implementation would also be absolutely very high.

In this study, the level of intercultural competence along skills is high or qualitatively described as competent. Likewise, the MEALT implementation is high qualitatively described as substantially implemented. Both variables did not reach the highest levels nor the lowest levels.

It is to be noted that intercultural skills in this study refer to the skills of listening to people from other cultures; skills of interacting with people from other cultures; linguistic, sociolinguistic and discourse skills, including skills in managing breakdowns in communication; skills in discovering information about other cultures; skills of interpreting cultures and relating cultures to one another (European Wergeland Center, Norway). While the language teachers who served as respondents possess the given skills, empowerment of the school and social structure does not match these skills because of certain limitations such as lack of sustainable programs that cater more to the culturally diverse groups and the international or foreign students. There are student organizations that promote cultural diversity but there are no similar professional organizations with which the language teachers can bring themselves in. Added to this is the absence of materials that talk about prejudice reduction. The idea created is, cultural prejudice does not exist, therefore; there is no reason for any attempt to reduce something that does not exist. Thus, in the curriculum of the students particularly the AB English program where majority of the foreign students taking language as their major are found, there is no major subject that primarily deals with the relationship between culture and language and where cultural prejudice could be addressed.

International schools that primarily cater to foreign students such as Koreans have as part of their curriculum programs such as bridging program that serve as preparation for newcomers to enter regular language classes to help them adjust linguistically and culturally. Reasons for this include the application of the so-called Cross-cultural Adaptation Theory.

In the absence of similar programs, language teachers in the tertiary level or in the Higher Education Institutions can build on this good attitude towards other culture by doubling the effort to design materials integrating culture as their spring board to the teaching of language particularly to English 1 (Study and Thinking Skills, English 2 (Writing in the Discipline), English 3 (Speech and Oral Communication) and other major English subjects as an attempt to help their students that address the varying needs of culturally-diverse students.

VI. CONCLUSION AND RECOMMENDATION

Guided with the findings of this study, the following conclusions are drawn:

1. Language teachers are competent in terms of cultural knowledge and skills and very competent in terms of attitude.
2. Language teachers substantially implement multicultural education approach in language teaching.
3. Intercultural competence of the language teachers of the selected higher education institution influences the implementation level of multicultural education approach in language teaching. The higher the intercultural competence level of teachers, the higher the level of implementation of the multicultural education approach.

Considering the findings and conclusions, the following are recommended:

1. To enhance the intercultural competence of language teachers along “knowledge,” more extensive training on intercultural education be conducted not just among teachers who handle international students but all language teachers who may be provided with opportunities to handle international students.
2. More training on the integration of culture to language be conducted to reinforce the application of multicultural education to language classes and increase their level of implementation along content integration
3. To validate the result of this study, other studies be conducted to determine the level of intercultural competence of language teachers and level of implementation of multicultural approach to language teaching using other standardized or custom-made or researcher-made instruments.

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Strand-Based Instructional Materials in Reading and Writing Skills

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***Abstract**: The senior high school curriculum provided Reading and Writing Skills as a core subject to help the students be ready to have disciplinary literacy once they enroll in their specialized subjects. However, there are no prepared instructional materials in the subject and most of the time, the teachers in the subject prepare on their own without realizing the need to connect the subject to the learning competencies and performance standards of the students in the specialized subjects. This research aimed to provide aid to the Reading and Writing Skills teachers and students to discover and bring out the relevance of the subject to their strands. This study aimed at helping teachers and students in Reading and Writing Skills bring out the relevance of the subject to the strands of the students. This research was developed to help improve students' skill in reading and writing in different discipline contexts which is one of the most important tasks to be able to comprehend different texts in the specialized subjects of the students. The steps of this research and development consist of collection of data that focused on the perceptions of grade 11 students regarding the use of discipline contexts in Reading and Writing Skills and the level of relevance of Reading and Writing Skills to the performance standards of the discipline contexts of each strand of the grade 11 students of the second trimester of the School Year 2019-2020 of the University of the Cordilleras Senior High School.*

***Keywords**: reading and writing skills, competencies, disciplinary literacy, instructional materials, performance standards*

I. INTRODUCTION

Instructional materials are the relevant materials utilized by a teacher during the instructional process to facilitate teaching and learning and for the purpose of making the contents of the instructions more practical and less vague (Esu & Inyang-Abia, 2004). Instructional materials serve as a channel through which messages, information, ideas and knowledge are disseminated more easily. According to Dike (1989) as cited by Ogbaji (2017), instructional materials facilitate teaching and learning and when it is not appropriate or available, learners cannot do well. This means that the utilization of instructional materials in the teaching and learning process is vital to the educational goals and objectiveness.

In 2016, the Philippines started the implementation of the K12 Program with an inclusion of 2 additional years in High School known as senior high school. The much-needed overhaul of the Philippine basic education system became a reality through Republic Act 10533, also known as the Enhanced Basic Education Act which was passed last May 2013 making the pre-university and basic education from 10 to 13 years. The enhanced basic education program encompasses at least one (1) year of kindergarten, six (6) years of elementary, and six (6) years in secondary education; the secondary education has four (4) years of junior high school and two (2) years of senior high school education.

The senior high school in the Philippines divided the two-year program into core subjects, applied subjects and specialized subjects. Grade 11 students take all the core subjects and applied subjects, the specialized subjects are only focused on the strands chosen by the students. There are fifteen (15) core subjects that all Senior High School (SHS) students will take. One of these core subjects in Language is Reading and Writing which is considered an essential subject across the disciplines as said by Selangan, 2015, cited by Jaca, Jaluague, Lonoy, Mendoza, Mercado and Sandimas (2019). Mastering the skills in reading and writing will help the students achieve the learning competencies needed in their specialized subjects.

Reading and Writing Skills, as a subject, focuses on the skills of the students in written discourse, organizing information, critical reading and purposeful writing relevant to the strands namely Science Technology Engineering and Mathematics (STEM), Accountancy and Business Management (ABM), Humanities and Social Sciences (HUMSS) and Technical-Vocational Strand (TVL). This scenario requires teachers to reflect on how they are teaching, their use of instructional materials and their implications on the curriculum requirements.

In the University of the Cordilleras, teachers in the senior high school department create and provide their own instructional materials. There are no official textbooks or references especially in the subject Reading and Writing Skills, where the students need to master reading in their disciplines or strands for them to be prepared for the more difficult and more contextualized subjects based on their strands.

This research intended to find out the level of agreement of the students on the relevance of Reading and Writing Skills instructional materials to the specialized subjects in different strands in the senior high school.

The study sought to evaluate the printed instructional materials used in Reading and Writing Skills based on the curriculum guide provided by the Department of Education.

Specifically, this study seeks to answer the following problems:

1. What specific discipline contexts in Reading and Writing Skills are used by the Grade 11 teachers along the following strands:
   a. STEM c. ABM e. HE?
   b. HUMSS d. ICT

2. What is the level of relevance of the printed instructional materials in different strands to their performance standards?

II. RELATED LITERATURE

Instructional materials refer to those alternative channels of communication, which a classroom teacher can use to concretize a concept during teaching and learning process. Traditionally, classroom teachers have relied heavily on the “talk-chalk” method during their teaching. But recently, instructional materials help to provide variations in the ways in which messages are sent across. In addition to extending the range of materials that can be used to convey the same instructional message to learners’ instructional materials also facilitate the “process” nature of communication (Dike, 1989 & Tyler, 2013). According to Farombi, (1998) as cited in the research of Tety (2016), instructional materials include books, audio-visual, software and hardware of educational technology. He further opines that the availability, adequacy and relevance of instructional materials in classrooms can influence quality teaching, which can have positive effects on students’ learning and academic performance.

According to Thompson as cited by Onyia (2013) the design of instructional materials creates opportunities which aid easy acquisition of knowledge and skills effectively by students in schools. It facilitates learning and ensures active involvement of the students in the learning process. It becomes imperative that in the designing of instructional materials, efforts must be made to include the criteria for the domains of educational objectives, so as to integrate the overall achievement of learning. This implies considering the age, ability, interest as well as its production cost and availability in the teaching environment.

In the selection of appropriate instructional materials, considerations must be made. The first thing to consider is the relevance of the instructional materials to the standards where the learning competencies to be achieved by the students are based. Standards development is be based on the notion of competence which is defined as the ability to perform the activities within an occupation. Competence is a wide concept which embodies the ability to transfer skills and knowledge to new situations within the occupational area. It encompasses organization and planning of work, innovation and coping with non-routine activities. It includes those qualities of personal effectiveness that are required in the workplace to deal with co-workers, managers and customers (Training Agency UK, 1989).

The Higher Education and Training Awards Council of Ireland (HETAC) takes a broad view of the term competence and describes competence in terms of the demonstration and application of knowledge and skills in human situations: The unique characteristic of competence is the effective and creative demonstration and deployment of knowledge and skill in human situations. Competence refers to the process of governing the application of knowledge to a set of tasks and is typically acquired by practice and reflection. Some aspects of performance in situations may depend on innate characteristics of an individual. In as much as such performance is not learned it cannot be recognized as learning. Competence also encompasses the extent to which the learner can acknowledge his/her limitations and plan to transcend these through further learning (HETAC, 2006).

The most important characteristic of competency-based education is that it measures learning rather than time. Students' progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes. Competence based education programs build from the idea that it is more important to focus on outcomes—what a student knows and can do—than on inputs like how the student learns it, where the student learns it, or how long the student takes to learn it (Sullivan, Burce, &Alan, 2014).

Specifically, performance standards give meaning to content standards by indicating what students must demonstrate to show that they have achieved the standards. Performance standards demand evidence from students' work: essays, mathematical problems, science experiments, and so forth (National Education Goals Panel, 1993). As the Goals Panel report notes, performance standards can be raised over time without affecting the content standards, simply by including work of higher and higher quality. Performance standards serve an important instructional function. By illustrating in a vivid way the qualities of exemplary work, the standards can help students, parents, and teachers improve performance by providing models to emulate and guiding classroom strategies.

Another consideration is the process by which of the instructional materials are utilized by the students to achieve the learning competencies and for their outputs to be within the criteria of the performance standards. Shanahan and Shanahan (2012) believe that teaching disciplinary literacy will provide learning advantages to middle school and high school students. They also believe that students would make greater progress in reading the texts of history, science, mathematics, and literature if instruction provided more explicit guidance that helped them to understand the specialized ways that literacy works in those disciplines. This approach stands in stark contrast with the more widely espoused content area reading approaches, which promote reading strategies that can be used in all disciplines rather than facilitating students' awareness of the specialized nature of literacy in each discipline.

III. METHODOLOGY

Research Design and Methodology

This study made use of a descriptive research design which aims to accurately and systematically describe a population, situation or phenomenon. It answered the what, when, where and how questions (Thyer, 2010). This descriptive research design used a quantitative method to investigate the variables. In this research, the researcher did not control or manipulate any of the variables, but only observed and measured them.

Respondents

The population of this research were the grade 11 students of the University of the Cordilleras officially and currently enrolled in the Second Trimester of the year 2019-2020. The total population of the grade 11 students is 2779, with 52 sections. This study employed the Cochran’s Formula on ratio and proportion to determine the sample size needed for the research.

$$n = \frac{z^2 pq}{e^2}$$
$$= \frac{1.96^2 (0.5)(1-0.5)}{0.05^2}$$
$$= 384.16 \approx 385$$

where z = 1.96 (based on the z-table), p = 50% , q = 1-p, and e (margin of error) = 5%
At 95% level of confidence (5% margin of error), the sample size taken is 385.

Table 1
Students enrolled in Reading and Writing

Strand	N	n
STEM	1294	179
ABM	330	46
HUMSS	702	97
ICT	247	34
HE	206	29
TOTAL	**2779**	**385**

Instruments

The instruments helped the researcher in identifying the discipline context used in Reading and Writing Skills and the level of relevance of the printed instructional materials in Reading and Writing Skills to the Strands of the students. The data gathering tools that were used were: 1) checklist-questionnaire for the grade 11 students enrolled in the second trimester of the school year 2019-2020. The checklist-questionnaire had two parts; the first part was a binary checklist questionnaire that focused on the learning competencies of the discipline context that are expected to be obtained through the printed instructional materials used by Reading and Writing Skills teachers in different strands, the second part evaluated the experiences of the students on the level of relevance of the instructional materials based on the performance standards included in the curriculum guide of the subject.

The researcher initially had the questionnaire be evaluated and pilot tested. The researcher had the questionnaire go through content validity with the help of the Department Head of the School of Teacher Education and Liberal Arts in the University of Baguio. It had also gone through pilot testing through the help of the Director of the Research and Development Center in the University of Baguio and the Principal of the Senior High School in the

University of Baguio. The researcher requested for five student representatives from STEM, HUMSS, ABM, ICT and HE and based on the pilot testing, the questionnaire was reliable.

KR-20 was used for the testing of reliability of the stated checklist questionnaire. Kuder-Richardson Formula 20, or KR-20, is a measure of reliability for a test with binary variables (i.e. answers that are right or wrong). The checklist in this research equates to a binary data with responses as either (present or absent).

The checklist questionnaire was also used to determine the level of relevance of the printed instructional materials in Reading and Writing Skills, Cronbach's alpha was then employed to test its reliability. The reliability of the questionnaire was validated by her statistician.

Procedure

The researcher accordingly asked permission from the School Principal of the senior high school, and the Academic Director, after the questionnaire and interview guide questions were pilot tested and validated. After getting their approval, she then collected the data by floating the checklist questionnaire to the grade 11 students enrolled in the second trimester in the subject Reading and Writing Skills. The data were then evaluated and validated by the statistician. After the first data collection, the researcher analyzed the data through a quantitative approach.

Measurement

The study used 4-scale mean computation, as seen in Table 2, in reviewing relevance of the printed instructional materials to the specialized subjects of the students in the given strands, used by Reading and Writing Teachers.

Data Analysis or Treatment of Data

Problem number 1 and 2 were answered through a quantitative analysis. To determine the specific discipline content used in the Reading and Writing Skills included in the printed instructional materials used by the Grade 11 teachers along the different Strands, frequency count was used. To determine the level of relevance of the printed instructional materials used by Grade 11 teachers along the Strands, mean was employed.

Table 2 illustrates the indicators and descriptors in the second part of the checklist-questionnaire which present the level of relevance of the printed instructional materials used in Reading and Writing Skills.

Table 2
Mean Computation

Scale	Statistical Limit	Indicators	Descriptors Printed Instructional materials are:
4	3.26.4.00	Highly Relevant	-always focused on the strands
3	2.51-3.25	Moderately Relevant	-most of the time focused on the strands
2	1.76-2.50	Slightly Relevant	-sometimes focused on the strands
1	1.00-1.75	Not Relevant	- not at all focused on the strands

IV. RESULTS AND DISCUSSION

Discipline Contexts in Reading and Writing used by Grade 11 Teachers

The first part elaborates the specific discipline contexts in Reading and Writing Skills that are used by the Grade 11 teachers along the different strands based on the Curriculum guide provided by the Department of Education.

Science Technology Engineering and Mathematics (STEM)

Science literacy and disciplinary literacy in Science technology Engineering and Mathematics (STEM) are very important for students to be able to acquire knowledge and practice the theories in their field. Some use science literacy to refer to understanding the nature of science and knowledge about scientific processes, while disciplinary literacy means competency in reading, writing, and thinking processes in science (Spires, Kerkhoff, Agraham, Thompson, Lee, 2018).

Table 3 illustrates the average rank and the rank of discipline context used in Reading and Writing Skills as perceived by Grade 11 STEM students.

Table 3
DISCIPLINE Contexts in STEM

Discipline context	Learning Competencies	AVE. RANK	RANK
Earth Science	LC1 LC2 LC3	18	5
Calculus	LC4 LC5 LC6 LC7	7.75	2
Biology	LC8 LC9 LC10 LC11 LC12 LC13 LC14	10.71	3
Chemistry	LC15 LC16	11	4
Physics	LC17 LC18 LC19 LC20	6.75	1

When the learning competencies were grouped according to the use of discipline contexts in Reading and Writing Skills, based on the perceptions of the STEM Grade 11 students, the highest in rank was Physics, the second was Calculus, the third was Biology the fourth was Chemistry and the last was Earth Science. The Learning Competencies (LC) focused in Physics are, LC17 which is to solve measurement problems involving conversion of units, expression of measurements in scientific notation, LC18 which is to use the least count concept to estimate errors associated with single measurements, LC19 which is to construct velocity vs. time and acceleration vs. time graphs, respectively, corresponding to a given position vs. time-graph and velocity vs. time graph and vice versa and LC20 which is to solve problems involving one dimensional motion with constant acceleration in contexts such as, but not limited to, the “tail-gating phenomenon”, pursuit, rocket launch, and free-fall problems.

However, even if Physics is the highest in Rank in terms of use in the instructional materials in Reading and Writing Skills subject in STEM, it did not mean that most of the materials made use of it as discipline contexts. Based on the responses of the students, 81.56% answered NO and only 18.44 % answered YES in LC17 which is to solve measurement problems involving conversion of units, expression of measurements in scientific notation, 75.32% answered NO and only 24.68 answered YES in LC18 which is to use the least count concept to estimate errors associated with single measurements, 70.39% answered NO and only 29.35% answered YES in LC19 which is to construct velocity vs. time and acceleration vs. time graphs, respectively, corresponding to a given position vs. time-graph and velocity vs. time graph and vice versa and 61.56% answered NO and only 38.18% answered YES in LC20 which is to solve problems involving one dimensional motion with constant acceleration in contexts such as, but not limited to, the “tail-gating phenomenon”, pursuit, rocket launch, and free-fall problems.

Humanities and Social Sciences (HUMSS)

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences (Curriculum Guidelines for Social Studies Teaching and Learning A Position Statement of National Council for the Social Studies, 2008).

Table 4 illustrates the average rank and the rank of discipline context used in Reading and Writing Skills as perceived by Grade 11 HUMSS students.

Table 4
Discipline Contexts in HUMSS

Discipline context	Learning Competencies	AVE. RANK	RANK
Community Engagement	LC1 LC2 LC3	15	6
Creative Nonfiction	LC4 LC5 LC6 LC7	12.33333	5
Creative Writing	LC8 LC9 LC10	10.33333	3
Discipline and Ideas in Social Science	LC11 LC12 LC13 LC14 LC15	6.5	1.5
Introduction to World Religions	LC16 LC17	6.5	1.5
Philippine Politics and Governance	LC18 LC19 LC20	12	4

When the learning competencies were grouped according to discipline context based on the perceptions of the HUMSS Grade 11 students, the highest in rank was Discipline and Ideas in Social Science and Introduction to World Religions, the second was Creative Writing, the third was Philippine Politics and Governance the fourth was Creative Nonfiction and the last was Community Engagement. In Discipline and Ideas in Social Science, the specific learning competencies are LC 10 which is to clarify the relationships between social sciences and applied social sciences, LC 11 which is to identify characteristics applied social sciences, LC 12 which is to cite differences among the applied social sciences, LC 13 which is to value rights, responsibilities, and accountabilities, LC 14 which is to compare and contrast the various Social Science disciplines and their fields, main areas of inquiry, and methods, LC 15 which is to trace the historical foundations and social contexts that led to the development of each discipline. The results imply that grade 11 HUMSS students perceive that ideas in Discipline and Ideas in Social Science are used in the instructional materials in Reading and Writing Skills and that they are able to apply their knowledge in Reading and Writings Skills in understanding Discipline and Ideas in Social Science.

Just like the results in STEM, results in HUMSS also illustrate inconsistency in the use of discipline contexts in the Strand. Although Discipline and Ideas in Social Science and Introduction to World Religions are the highest in Rank in terms of use in the instructional materials in Reading and Writing Skills class in HUMSS, it did not mean that most of the materials made use of them as discipline contexts in the subject. According to the result, when the YES and the NO columns are compared, the students mostly answered NO as to the use of the discipline contexts in the subject. Based on the responses of the students, 74.23% answered NO and only 25.77% answered YES in LC 10 which is to clarify the relationships between social sciences and applied social sciences, 72.16% answered NO and only 27.84% answered YES in LC 11 which is to identify characteristics applied social sciences, 72.16% answered NO and only 27.84% answered YES in LC 12 which is to cite differences among the applied social sciences, 86.60% answered NO and only 12.37% answered YES in LC 13 which is to value rights, responsibilities, and accountabilities, 80.41% answered NO and only 19.59% answered YES in LC 14 which is to compare and contrast the various Social Science disciplines and their fields, main areas of inquiry, and methods, and 72.16% answered NO and only 27.84% answered YES in LC 15 which is to trace the historical foundations and social contexts that led to the development of each discipline.

Accountancy, Business and Management (ABM)

Reading, writing and numeracy skills are foregrounded in how the pedagogical content knowledge is mediated. Having (critical) literacy in the business education classroom presents the opportunity for students to participate, discuss, argue and make assumptions about economic and business activities and informed decisions as consumers. Reading the business news on a regular basis helped student teachers to participate as future educators who have become skilled in critical thinking and to make connections to society, the economy and the environment (America, 2014).

Table 5 illustrates the average rank and the rank of discipline context used in Reading and Writing Skills as perceived by Grade 11 ABM students.

Table 5
Discipline Contexts in ABM

Discipline context	Learning Competencies	AVE. RANK	RANK
Applied Econ	LC1 LC2	5.5	2
Business Ethics	LC3 LC4	9.5	4
Business Finance	LC5 LC6	3.5	1
Business Math	LC7 LC8	12	5
Foundations of Accountancy and Business Management	LC9 LC10 LC11 LC12 LC13	7	3
Organizational Management	LC14 LC15	16.5	7
Principles of Marketing	LC16 LC17 LC18 LC19 LC20	13.2	6

When the learning competencies were grouped according to discipline context based on the perceptions of the ABM Grade 11 students, the highest in rank was Business Finance, was second was Applied Economics, the third was Foundations of Accountancy and Business Management, the fourth was Business Ethics, the fifth was Business Math, the sixth was Principles of Marketing and the last in rank was Organization and Management. The specific learning competencies in Business Finance are LC5 which is to explain the flow of funds within an organization through and from the enterprise and the role of the financial manager and LC6 which is to explain the major role of financial management and the different individuals involved.

Even though Business Finance is the highest in Rank in terms of use in the instructional materials in Reading and Writing Skills class in ABM, it did not mean that most of the materials made use of it as discipline contexts in the subject. According to the result, when the YES and the NO columns are compared, the students mostly answered NO as to the use of the discipline contexts in the subject. Based on the responses of the student, 65.22% answered NO and only 34.78% answered YES in LC 5 which is to explain the flow of funds within an organization – through and from the enterprise—and the role of the financial manager and 69.57% answered NO and only 30.43% answered YES in LC 6 which is to explain the major role of financial management and the different individuals involved.

Home-economics (HE)

Vocationalizing the common-core subjects has received great attention throughout the years in the VET schools, especially after shifts in reforms and changes in curriculums. Ultimately, it is the teacher’s responsibility to choose the content and method of his or her teaching, i.e., the teacher decides the importance of vocationalization in the common-core subjects (Isaksen, 2018).

Table 6 illustrates the average rank and the rank of discipline context used in Reading and Writing Skills as perceived by Grade 11 HE students.

Table 6
Discipline Contexts in HE

Discipline context	Learning Competencies	AVE. RANK	RANK
	LC1		
	LC2		
	LC3	8.4	2
	LC4		
Bread and Pastry	LC5		
	LC6		
	LC7		
	LC8	8.6	3
	LC9		
Food and Beverage	LC10		
	LC11		
	LC12		
	LC13	7	1
	LC14		
House Keeping	LC15		
	LC16		
	LC17		
	LC18	13.4	4
	LC19		
Tourism Promotion Services	LC20		

When the learning competencies were grouped according to discipline context based on the perceptions of the HE Grade 11 students, the highest in rank was House Keeping, the second was Bread and Pastry, the third was Food and Beverage Services and the last was Tourism Promotion Services. The detailed learning competencies in House Keeping are LC11 which is to explore on opportunities for Housekeeping as a career, LC12 which is to identify the customer's needs and wants through consumer analysis, LC13 which is to conduct consumer/market analysis, LC14 which is to explore ways of generating business ideas from ones' own characteristics/attributes and LC15 which is to generate business ideas using product innovation from trends, and emerging need.

Though House Keeping is the highest in Rank in terms of use in the instructional materials in Reading and Writing Skills class in HE, it did not mean that most of the materials made use of it as discipline contexts in the subject. According to the result, when the YES and the NO columns are compared, the students mostly answered NO as to the use of the discipline contexts in the subject. Based on the responses of the students,86.21% answered NO and only 13.79% answered YES in LC11 which is to explore on opportunities for Housekeeping as a career, 89.66% answered NO and only 10.34% answered YES in LC12 which is to identify the customer's needs and wants through consumer analysis 75.86% answered NO and only 24.14% answered YES in LC13 which is to conduct consumer/market analysis, 68.97% answered NO and only 31.03% answered YES in LC14 which is to explore ways of generating business ideas from ones' own characteristics/attributes and lastly 79.31% answered NO and only 20.69% answered YES in LC15 which is to generate business ideas using product innovation from trends, and emerging need.

Information, Communication and Technology (ICT)

Information and communication technology (ICT) may be defined as "a diverse set of technological tools and resources used to communicate, and to create, disseminate, store and manage information" (Alkamel, & Chouthaiwale 2018).

Table 7 illustrates the average rank and the rank of discipline context used in Reading and Writing Skills as perceived by Grade 11 ICT students.

Table 7
Discipline Contexts in ICT

Discipline context	Learning Competencies	AVE. RANK	RANK
Animation	LC1 LC2 LC3 LC4 LC5	5.2	1
Computer Systems Service	LC6 LC7 LC8 LC9 LC10	11.8	3
Programming Net Technology	LC11 LC12 LC13 LC14 LC15	10.4	2
Programming Java	LC16 LC17 LC18 LC19 LC20	12.6	4

When the learning competencies were grouped according to discipline context based on the perceptions of the ICT Grade 11 students, the highest in rank was Animation, was second was Programming Net Technology, the third was Computer Systems Service and the last was Programming Java. The highest rank has these specific learning competencies namely LC1 which is to explain the core competence in Animation, LC2 which is to explore job opportunities in animation, LC3 which is to assess one’s personal competencies and skills: characteristics, attributes, lifestyle, skills and trait, LC4 which is to perform safety procedures in using hand tools, equipment and paraphernalia and lastly LC5 which is to perform calculation needed to complete task using the four mathematical fundamental operation (addition, subtraction, multiplication and division).

Even if Animation is the highest in Rank in terms of use in the instructional materials in Reading and Writing Skills class in ICT, it did not mean that most of the materials made use of it as discipline contexts in the subject. According to the result, when the YES and the NO columns are compared, the students mostly answered NO as to the use of the discipline contexts in the subject. Based on the responses of the students, 76.47% answered NO and only 23.53% answered YES in LC1 which is to explain the core competence in Animation, 61.76% answered NO and only 38.24% answered YES LC2 which is to explore job opportunities in animation, 91.18% answered NO and only 8.82% answered YES LC3 which is to assess one’s personal competencies and skills: characteristics, attributes, lifestyle, skills and trait, 70.59% answered NO and only 29.41% answered YES LC4 which is to perform safety procedures in using hand tools, equipment and paraphernalia and finally, the only Learning competency that has a number in YES is the LC5 which is to perform calculation needed to complete task using the four mathematical fundamental operation (addition, subtraction, multiplication and division)has a result of 32.35% in NO and 67.65% in YES.

In summary, the discipline context that obtained the highest rank in terms of their use in Reading and Writing Skills as perceived by grade 11 students in each strand are Physics for STEM, Discipline and Ideas in Social Sciences and Introduction to World Religions in

HUMSS, Business Finance in ABM, House Keeping in HE and Animation in ICT. Based on the results, these suggest that senior high school students perceive that Reading and Writing Skills use the discipline contexts in STEM, HUMSS, ABM, HE and ICT.

Although, it did not mean that the instructional materials in the different strands maximized their use since most of the teachers taught students from different strands, they had to prepare different examples, discussions and activities that would present the relevance of the Reading and Writing Skills subject to the strands their students. This implication motivated the researcher to further study whether the instructional materials are relevant to the strands' performance standards.

Level of Relevance of the Printed Instructional Materials in Reading and Writing Skills to their Performance Standards

This part of the research presents the level of relevance of the printed instructional materials in different strands to their performance standard based on the Department of Education Curriculum Guide as perceived by the grade 11 students.

Science Technology Engineering and Mathematics (STEM)

The STEM field represents future career opportunities for today's adolescents and will require strong foundations in STEM disciplines as well as competence in applying this knowledge to solve problems. To develop an understanding of these disciplines, students require advanced literacy skills; students must be able to "read, reason, investigate, speak and write about the overarching concepts within these subjects (Mc Conachie et al 2006).

Table 8 illustrates the level of relevance of the instructional materials used by teachers in Reading and Writing Skills to the performance standards of discipline contexts in STEM as perceived by Grade 11 STEM students.

Table 8
Level of Relevance of the Printed Instructional Materials in Reading and Writing Skills to Science Technology Engineering and Mathematics (STEM)

Performance Standards	MEAN	INTERPRETATION
Earth Science	2.79	Moderately Relevant
Bio	3.06	Moderately Relevant
Calculus	2.974545455	Moderately Relevant
Chemistry	3.025974026	Moderately Relevant
Physics	2.883982684	Moderately Relevant

The instructional materials used by teachers in Reading and Writing Skills are moderately relevant with a mean of 2.79, to the performance standards in Earth Science. which are: PS1 which is to make a plan that the community may use to conserve and protect its resources for future generations and PS2 which is to prepare a plan that the community may implement to minimize waste when people utilize materials and resources.

This is followed by moderately relevant mean of 3.06 to the performance standards in Biology which are PS8 which is to develop a presentation (e.g. roleplaying, dramatization and other forms of multimedia) to show how an organism maintains homeostasis through the interaction of the various organ systems in the body.

The third, fourth and fifth in rank came out to be are all moderately relevant as well but with lower numerical equivalence in terms of relevance to their performance standards.

Humanities and Social Sciences (HUMSS)

In social studies, students are expected to identify patterns in historical processes, perceive relationships in human–environment interaction, understand patterns involved in the movement of people and identify cultural patterns. Studying history thematically is an example of using patterns to organize curriculum. Rather than studying history chronologically, students might investigate historical patterns thematically, such as U.S. identity or war and conflict (Houseal, Gillis, Helmsing, & Hutchison 2014).

Table 9 illustrates the level of relevance of the instructional materials used by teachers in Reading and Writing Skills to the performance standards of discipline contexts in HUMSS as perceived by Grade 11 HUMSS students.

Table 9
Level of Relevance of the Printed Instructional Materials in Reading and Writing Skills to Humanities and Social Sciences(HUMSS)

Performance Standards	MEAN	INTERPRETATION
Community Engagement	3.195876289	Moderately Relevant
Creative Nonfiction	3.18556701	Moderately Relevant
Creative Writing	3.024054983	Moderately Relevant
Discipline and Ideas in Social Science	3.234536082	Moderately Relevant
Introduction to World Religions	2.984536082	Moderately Relevant
Philippine Politics and Governance	2.969072165	Moderately Relevant

The instructional materials used by teachers in Reading and Writing Skills are moderately relevant with a mean of 3.195876289, to the performance standard in Community Engagement which are PS1 which is to synthesize the integrative experience of implementing community-action initiatives applying social sciences' ideas and methods, followed by moderately relevant with a mean of 3.18556701, to the performance standards in Creative Nonfiction which are PS2 which is to clearly and coherently use a chosen element conventionally identified with a genre for a written output, PS3 which is to clearly and coherently use multiple elements conventionally identified with a genre for a written output, PS4 which is to competently deliver an artistic presentation summarizing and analyzing the form, theme and techniques of a chosen creative nonfictional text. The third, fourth and fifth in rank came out to be are all moderately relevant as well but with lower numerical equivalence in terms of relevance to their performance standards.

Accountancy and Business Management (ABM)

Business education (BE) lecturers do not normally focus on literacy practices, since literacy is generally regarded as a focus of the business communication module. Both Jackson (2009) and Ivanič et al. (2009) comment that reading and writing skills are reserved for the language specialist who has little expert knowledge of subject discourses.

Table 10 illustrates the level of relevance of the instructional materials used by teachers in Reading and Writing Skills to the performance standards of discipline contexts in ABM as perceived by Grade 11 STEM students.

Table 10
Level of Relevance of the Printed Instructional Materials od Reading and Writing Skills to Accountancy and Business Management (ABM)

Performance Standards	MEAN	INTERPRETATION
Organization and Management	2.83	Moderately Relevant

Applied Econ	3.10	Moderately Relevant
Business Ethics	3.18	Moderately Relevant
Business Finance	3.08	Moderately Relevant
Business Math	3.24	Moderately Relevant
FABM	2.99	Moderately Relevant
Principles of Marketing	3.00	Moderately Relevant

The instructional materials used by teachers in Reading and Writing Skills are moderately relevant with a mean of 2.83, to the performance standards in Organization and Management which are PS1 which is to apply management theories & concepts in solving business cases and PS2 which is to analyze the various environmental forces affecting the firm and summarize these using Political Economic Social and Technological Analysis and Strengths, Weaknesses, Opportunities and Threats Analysis frameworks. The second in rank is moderately relevant with a mean of 3.10, to the performance standards in Applied Economics which are PS3 which is to apply tools and techniques for business opportunities like the SWOT/TOWS analysis, PS4 which is to conduct a survey of macro and micro environments affecting business in a locality, PS5 which is to conduct a socioeconomic impact study on consumers suppliers; investors government households and international trade leading to options in venturing into a business.

The third, fourth, fifth and six in rank are all moderately relevant to the performance standards in Business Ethics as presented in the table.

Home Economics (HE)

Home economics education extends this knowledge of concepts, principles and theories to the practice of life skills that enables individuals and families to deal effectively with the demands of everyday life such as finding a job, keeping a budget, problem-solving, time management, social and citizenship skills, family planning and developing a positive self-image, among others (Dictionary.com; UNICEF, 2003) as cited by (Gabriel, Bantang, Chua, Dare, Malicdem, 2017).

Table 11 illustrates the level of relevance of the instructional materials used by teachers in Reading and Writing Skills to the performance standards of discipline contexts in HE as perceived by Grade 11 STEM students.

Table 11
Level of Relevance of the Printed Instructional Materials in Reading and Writing Skills to Home Economics (HE)

Performance Standards	MEAN	INTERPRETATION
Bread and Pastry	3.16091954	Moderately Relevant
Food and Beverage	3.206896552	Moderately Relevant
House Keeping	3.2	Moderately Relevant
Tourism Promotions	3.362068966	Highly Relevant

The instructional materials used by teachers in Reading and Writing Skills are moderately relevant with a mean of 3.16091954, to the performance standards in Bread and Pastry Production which are PS1 which is to demonstrate core competencies in bread and pastry production, PS2 which is to demonstrate core competencies in preparing and producing bakery products, PS3 which is to demonstrate competencies in preparing and producing pastry products, PS4 which is to demonstrate competencies in preparing and presenting gateaux, tortes and cakes, PS5 which is to demonstrate competencies in preparing and displaying petits fours and PS6 which is to demonstrate competencies in presenting desserts. The second in rank is moderately relevant with a mean of 3.206896552, to the performance standards in Food and Beverage which are PS7 which is to demonstrate competencies in food and beverage services and PS8 which is to demonstrate knowledge and skills in food and beverage service related to its concepts, job opportunities, future career preparation, and market demand.

Finally, the third is considered as moderately relevant with a mean of 3.2, to the performance standards as well but with a lower numerical equivalence.

Information and Communication Technology (ICT)

Competencies in the design of ICT-enabled education settings refer to planning and organizational skills around elements that lead to the construction of ICT-enabled education settings for meaningful learning and comprehensive education for students. Competencies relating to implementing ICT-enabled learning experiences in education settings relate to skills that facilitate the design and planning of an education setting and that are then reflected in a teacher's education practice (Valencia-Molina, Serna-Collazos, Ochoa-Angrino, Caicedo-Tamayo, Montes-González &Chávez-Vescance, 2016).

Table 12 illustrates the level of relevance of the instructional materials used by teachers in Reading and Writing Skills to the performance standards of discipline contexts in STEM as perceived by Grade 11 ICT students.

Table 12
Level of Relevance of the Printed Instructional Materials in Reading and Writing Skills to Information and Communication Technology (ICT)

Performance Standards	MEAN	INTERPRETATION
Animation	2.905882353	Moderately Relevant
Computer Systems	2.735294118	Moderately Relevant
Programming	2.857843137	Moderately Relevant

The instructional materials used by teachers in Reading and Writing Skills are moderately relevant with a mean of 2.905882353, to the performance standards in Animation which are PS1 which is to create/provide quality and marketable products and/or services for the animation, PS2 which is to prepare an activity plan that aligns with that of a practitioner/entrepreneur's in animation, PS3 which is to create a business vicinity map reflective of the potential animation market within the locality/town, PS4 which is to perform accurate measurements and calculation based on a given tasks and PS5 which is to demonstrate an understanding of the concepts and underlying principles of preparing and interpreting technical drawings in animation. The second is moderately relevant with a mean of 2.735294118, to the performance standards in Computer Systems which are PS6 which is to demonstrate common competencies in computer systems servicing, PS7 which is to prepare an activity plan as of a practitioner/entrepreneur in computer systems servicing, PS8 which is to create a business vicinity map reflective of the potential computer systems servicing market in the locality/town and PS9 which is to accurately measure and calculate based on a given tasks. The last is rank is moderately relevant to its performance standards in Programming but had a lower numerical equivalence.

When all insights are considered, the highest level of relevance in terms of Reading and Writing Skills printed instructional materials as perceived by grade 11 students to each strand are Biology for STEM, Discipline and Ideas in Social Sciences in HUMSS, Business Math in ABM, Tourism Promotions in HE and Animation in ICT.

The results imply that the students see the relevance of Reading and Writing Skills to their specialized subjects, however, based on the perceptions of the students, the ideas presented in the instructional materials in Reading and Writing Skills are not sufficient to help the students comprehend the concepts in their specialized subjects since the Reading and Writing Skills is a core subject which generally focus patterns of reading and strategies in writing academically and not 100% geared towards the performance standards of the strands and specialized subjects.

V. CONCLUSION AND RECOMMENDATION

Conclusions

The researcher came to the following conclusions based on the study's findings:

1. Physics for STEM, Discipline and Ideas in Social Sciences, and Introduction to World Religions in HUMSS, Business Finance in ABM, Housekeeping in HE, and Animation in ICT are the discipline contexts that received the highest rank in terms of their use in Reading and Writing Skills as perceived by grade 11 students in each strand. According to the findings, senior high school students believe that Reading and Writing Skills are used in STEM, HUMSS, ABM, HE, and ICT discipline contexts.
2. Biology for STEM, Discipline and Ideas in Social Sciences in HUMSS, Business Math in ABM, Tourism Promotions in HE, and Animation in ICT have the highest level of relevance in terms of printed instructional materials as perceived by grade 11 students.

Recommendations

The following are recommended based on the study's findings and conclusions::

1. Reading and writing skills printed instructional materials should include concepts centered on the specialized subjects of the students' strands and should assist students in grasping the concepts in their strand.
2. Teachers of Reading and Writing Skills should assist students in recognizing and appreciating the subject's relevance to their specialized subjects by having modules evaluated by the senior high school department or authorized persons before being used in class, and by having modules focused in strand-based instructional materials that include instructions on how to use them effectively.

Other recommendations:

3. Teachers in Senior High School must examine and update instructional materials on a regular basis to ensure that their content and activities are relevant to the performance standards of the topics in each strand.
3. Other researchers should look into the connection of other senior high school core subjects to each strand.

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Assessment of Teachers' Technostress in the Digital Workplace

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Abstract: *In the outbreak of the COVID-19 pandemic, the use of technology surged as an available tool in adapting to the changes in the educational system. While technology became an avenue for the continuation of education, it also paved the emergence of technostress in the teaching profession. Technostress pertains to stress induced by the widespread utilization of Information and Communication Technology (ICT) in the current set-up of education. Thus, this descriptive study aimed to assess the level of technostress of senior high school teachers at the University of the Cordilleras as a basis for identifying effective ways to manage the phenomenon under study. Furthermore, it sought to determine the impact of sociodemographic variables on the level of technostress of teachers who were selected via total enumeration (n=75). Data were gathered through an online survey questionnaire. The collected data were statistically examined through mean, percentage, and Independent T-test. Prior to this, normality was established through Shapiro – Wilk Test and Levene's Test. This study revealed that teachers experience a high level of technostress in the digital workplace. Furthermore, it showed that sociodemographic variables like age, educational attainment, marital status, and sex significantly influence the level of teachers' technostress. This implies that these variables must be taken into account when designing technostress management strategies for the improvement of teachers' overall well-being. Finally, it is recommended that a larger sample size, similar sociodemographic characteristics, and other quantitative methods may be considered for future research endeavors.*

Keywords: *Coronavirus, Digital workplace, Online education, Sociodemographic variables, Technostress*

I. INTRODUCTION

The advent of the coronavirus instantly transformed the traditional working environment into a digital workplace. In the field of teaching, online education became a learning modality that required the use of different technologies in various ways such as teleconferencing, video-conferencing, e-books, online database, online discussions, and virtual platforms. The study of Reimers (2020) showed that employing educational technology tools to improve the relationship between teachers and students in terms of communication and interactive learning, as well as finding and sharing knowledge, has a high level of efficacy in the current coronavirus pandemic. From this, technology is undeniably a helpful tool not only for students but for teachers as well.

Indeed, technology plays a critical role that has a significant impact in a variety of fields, most notably in education, where technology aims to improve the quality of learning and instruction. Raja and Nagasubramani (2018) imparted that technology is used as part of the curriculum, as an instructional delivery method, as a means of assisting with instructions, and as a tool to improve the overall learning process. As a tool in the learning process, technology positively enhanced student motivation, student engagement, student collaboration, and hands-on learning opportunities, allows for learning at all levels, increases confidence in students, and improved technology skills (Costley, 2014). Rahman (2014) supplemented that computers and related technologies helped attain the goals of distance learning delivery, implementation of online examination and monitoring, and computer-aided learning.

However, Tukan (2020) identified different challenges encountered by teachers in the online classroom during the pandemic such as operating the application during online discussion. It is challenging for teachers to motivate themselves and their students. In addition, most of the teachers are familiar with the application, but some of the others still have difficulty with it. Teachers are also challenged in developing the material for teaching, including the assessment, and evaluation tools. Likewise, developing the teaching method for online teaching presents a problem for teachers. Finally, teachers have difficulty integrating the material and technology into teaching effectively. These experiences are manifestations of the presence of technostress among teachers in an online learning scenario.

According to psychologist Craig Brod, technostress is a modern disease of adaptation caused by an inability to cope with the new computer technologies in a healthy manner (Chiappetta, 2017). La Torre et al., (2020) supplemented that technostress is a new phenomenon that has resulted from the widespread usage of technology in the current digital age. In other words, technostress is the difficulty of individuals to deal with technology-related demands in the environment (Shirish, 2021). In view of technostress, individuals who use technology are called techno users. Zielonka and Rothlauf (2021) categorized technostress into two components, techno-eustress and techno-distress. The term techno-eustress embodies positive stress while techno-distress represents the negative stress that techno users face in the utilization of technology. In addition, Marchiori et al. (2018) and Christian et al. (2020) classified the different creators of technostress which include techno-overload, techno-invasion, techno-complexity, techno-insecurity, and techno-uncertainty.

Techno-overload is a state where users are forced to work faster and longer because of technology. Meanwhile, techno-invasion refers to a condition in which people feel compelled to be continually linked to technology, regardless of place and time. Another source of technostress is techno-complexity which is a condition in which teachers are forced to invest resources in learning and comprehending how to use new applications and updating their abilities as a result of complex technology. Furthermore, techno-insecurity refers to situations in which people feel threatened by those who have access to more advanced equipment and technologies. Finally, techno-uncertainty arises when the teachers feel uneasy about the frequent upgrades in ICT, constant changes to its functionalities, and replacing one ICT with another.

The concept of technostress is linked with the Transactional Theory of Stress and Coping that was developed by Richard S. Lazarus and Susan Folkman in 1985. According to Tarafdar etal. (2019), the theory explains the dynamic interaction of evaluation and coping processes when confronted with a situation in which the demands of the environment are greater than the individuals' capacities to deal with them. In line with this study, the primary appraisal occurs when the teacher as a techno user perceives the use of technology as either a challenge (techno-eustress) or a threat (techno-distress). From this stage, if the teacher appraised the situation as a threat to the teacher's well-being and overall performance, secondary appraisal takes place where coping responses are assessed to possibly manage the techno stressors. The outcomes will then be dependent on the coping strategies employed by teachers when dealing with technostress. When the coping strategies are not effective, technostress may not be addressed that may result to undesirable outcomes.

Thus, this study generally aimed to measure the technostress level of teachers as the traditional classroom suddenly shifts to a new learning environment. Specifically, it sought to determine the influence of sociodemographic characteristics specifically age, sex, educational attainment, and marital status on the level of technostress experienced by teachers in the new normal.

II. RELATED LITERATURE

Technostress has been recognized as a common concern among teachers even before the pandemic. In 2016, Coklar investigated the technostress level of teachers in terms of gender, professional length of service, and frequency of internet use. The study discovered that the teacher respondents have a medium level of technostress since there has been an intensive ICT investment in the last two decades. Another important result of the research is that gender and professional length of service of the teacher respondents did not affect their technostress at a significant level (Coklar, 2016). However, Coklar noted that teachers who use the internet longer reported a higher level of technostress compared to those who utilize the internet for a shorter period.

A corresponding study was conducted by Okonoda et al. (2017) in Nigeria. The respondents who are University staff showed a moderate level of technostress. The researchers also determined the influence of different variables on the level of technostress. Results of the study revealed that the higher the years of working experience indicates a higher level of technostress. On the other hand, the study concluded that age, gender, number of hours spent per day on a technological device, attendance of technology-related training, and years of computer gadget use do not have a significant influence on the technostress level of the respondents.

As the education system shifts to adapt to the inclusion of technology in the teaching and learning process due to the current health crisis, research showed the prevalence of technostress among teachers in the new normal. In Palestine, Mokh et al. (2020) examined the effect of online learning on the technostress of language teachers during the pandemic. The study revealed that online learning moderately affected the respondents' level of technostress. This result is of considerable concern because of a chance that the technostress level can increase over some time. The study also found out that variables including gender, length of service, and level of education of teachers do not differentiate their level of technostress. This means that regardless of these factors, the teachers experience the same level of technostress in conducting online learning.

A similar endeavor was conducted by Penado Abilleira et al. (2021) which determined the level of technostress of University teachers when carrying out their teaching tasks during the period of confinement caused by the COVID-19 pandemic in Spain. The researchers discovered older teachers who hold a position in the field suffered the most from the negative consequences of technology. Also, female teachers are more susceptible to technostress compared to their male counterparts. This implies that teachers' level of technostress differs in terms of age and gender.

In a further review, female teachers are indeed prone to technostress which is consistent with the research findings of Estrada-Muñoz et al. (2021). The study measured the levels of technostress in primary and secondary education teachers in Chile as schools opted to adopt teleworking as means of instruction. Results revealed that female teachers are more prone to technostress than male teachers in Chile. Technostress is also evident among staff members of Menoufia University in Egypt who are working in a remote virtual environment. In this study, Gabr et al. (2021) conveyed moderate to high levels of technostress among the teachers in the sample. The researchers further claimed that high levels of technostress were significantly influenced by age, higher professions, gender, and a bad workplace environment.

Similarly, different educational institutions in India depended on technology as a result of the current situation. For this reason, Rahaman and Yadav (2021) conducted a study to determine the technostress of teachers in higher education. The study also evaluated the inhibitors like literacy facilitation, technical support provision, and involvement facilitation that could minimize the negative effects of technostress creators which include techno-overload, techno-invasion, techno-complexity, techno-insecurity, and techno-uncertainty. The authors revealed that the inhibitors showed a minimal contribution to reducing the teachers' technostress. Moreover, age is the only socio-demographic variable that differentiates the level of technostress. The teachers in the study experience the same level of technostress regardless of gender, designation, subject stream, and teaching experience.

Technostress has indeed materialized globally together with the widespread of the novel coronavirus. In Indonesia, Christian et al. (2020) measured the influence of different technostress creators on the teaching performance of lecturers in the province of Jakarta. The study disclosed that among the technostress creators, techno-complexity is the only factor that affects teachers' performance. This shows that teachers are experiencing difficulty to cope with the utilization of technology in their teaching methods to be conducted online. On the other hand, Hassan et al. (2019) examined the influence of technostress creators on the organizational commitment of teachers in Malaysia. The study indicated that techno-uncertainty and techno-insecurity significantly predict the commitment of teachers in their organization.

In the Philippines, technostress is given less attention in this time of the pandemic. In addition, studies about technostress are limited to librarians and staff in the call center industry. For instance, Laspinas (2015) focused on identifying the technostress of professional librarians who enrolled in a Master of Library and Information Science Program at Cebu Normal University. The study indicated that the librarians in the sample slightly experienced technostress. Another study by Ken et al. (2016) investigated the technostress of call center staff in the country. The study showed that a significant difference exists in the technostress levels of male and female staff. Along with this finding, the study found that the respondents experience a comparable degree of technostress in terms of age, marital status, and position.

III. METHODOLOGY

Research Design and Methodology

This study employed a quantitative-descriptive research design as it intends to examine technostress which is an emerging phenomenon in the current pandemic. This endeavored to quantitatively measure the technostress level of teachers that will become a basis for future relevant work.

Population and Locale

The respondents of this study are senior high school teachers at the University of the Cordilleras, Philippines who were selected via total enumeration (n=75). All teachers in the sample of this study experienced teaching during the post-pandemic period and are teaching in an online setup during the health crisis.

Data Gathering Instrument

The researcher used a questionnaire to attain the objectives of this study. The items in the questionnaire were directly lifted from the work of Okonoda (2017). The questionnaire has a reliability coefficient greater than 0.75 indicating that the research instrument is acceptable for utilization. The first part of the questionnaire seeks to identify the teachers' demographic profiles such as age, sex, educational attainment, and marital status. The second part is composed of 10 items that intend to measure the level of technostress. For the latter section, the respondents were asked to indicate their perceived extent of agreement on each statement through a 5-point Likert scale where one indicates a very low level of technostress and five denotes a very high technostress level.

Data Gathering Procedure

The researcher asked permission from J-Lyn C. Espiritu, the Principal of the University of the Cordilleras – Senior High School Department to conduct the study. After the approval, the researcher scheduled a video conference to meet the respondents and explain the purpose of the research. Then, the questionnaires were administered to teachers through an online platform due to restrictions brought by the pandemic. After retrieving the necessary information, data were organized, analyzed, and interpreted to attain the objectives of this endeavor.

Data Analysis

The data gathered were subjected to normality testing using Shapiro – Wilk Test and test for homogeneity of variances using Levene's Test. After the normality of the distribution of data was established, the researcher employed a parametric test called T-Test for Two Independent Samples to compare the technostress level based on the teachers' sociodemographic characteristics.

In addition, percentage was used to present the distribution of the respondents while mean measured the technostress level.

Table 1 was used as a guide for analysis and interpretation.

Table 1
Statistical Limit

Point	Mean Range	Descriptive Equivalence	
5	4.16-5.00	Very High	VH
4	3.37-4.15	High	H
3	2.58-3.36	Moderate	M
2	1.79-2.57	Low	L
1	1.00-1.78	Very Low	LH

IV. RESULTS AND DISCUSSION

Table 2 provides information about the demographic profiles of the respondents of this study. As shown, 75 respondents answered the online survey questionnaire. Out of the total respondents, 44 are young adults whose age range is from 23 – 30 (58.67%) while 31 are middle-aged adults in the age group 31 – 45 (41.33%). Most of the respondents are taking their post-graduate studies (64%) whereas 36% are Bachelor's degree holders. Aside from this, the table shows that 60% of the respondents are single while 30% are married. Finally, the majority of the respondents are female teachers as indicated by a percentage value of 72% while male respondents have a percentage value of 28%.

Table 2
Sociodemographic Characteristics of Teachers

Variables	N	%
Age		
Young Adult (23 – 30)	44	58.67
Middle-aged Adult (31 – 45)	31	41.33
Total	*75*	*100*
Educational Attainment		
College Graduate	27	36
Post Graduate Level	48	64
Total	*75*	*100*
Marital Status		
Single	45	60
Married	30	30
Total	*75*	*100*
Sex		
Male	21	28
Female	54	72
Total	*75*	*100*

Table 3 shows the teachers' level of technostress when working remotely. It can be noted that teachers have a moderate level of technostress when dealing with constant changes in computer software and hardware in their place of work. This shows that they are able to cope with techno-uncertainty. However, the overall mean of 3.46 reveals that teachers have a high level of technostress. This implies that teachers appear to be struggling when working in an online learning environment due to the sudden migration from traditional to online teaching. This is evident in the work of Mahwish Zeeshan et al., (2020) where online teaching is viewed by teachers as a new concept and has led to multiple experiments during the transition phase in the onset of the COVID-19 pandemic. The researchers further stated that this setup contributed significantly to teachers' level of technostress.

This situation can be attributed to teachers' Technological, Pedagogical, and Content Knowledge (TPACK) which refers to the knowledge of teachers in integrating technology in teaching a particular content area (Santos & Castro, 2021). In this study, this is not surprising as teachers rarely incorporate technology in teaching during the face-to-face setup. In the work of Özgür (2020), teachers' TPACK has an inverse relationship with the level of technostress. This means that a lower level of Technological, Pedagogical, and Content Knowledge can result in a higher level of technostress among teachers. Thus, increasing teachers' TPACK is one of the strategies that can reduce technostress in the digital workplace.

The overall result of this endeavor poses an alarming situation as technostress is negatively related to job satisfaction and organizational commitment (Kumar et al., 2013). This means that a higher level of technostress leads to lower job satisfaction and a lesser commitment to the organization. From this idea, if teachers show lower job satisfaction, it can lead to negative and unfavorable attitudes towards their work (Dean & Islam, 2015). Likewise, teachers with lesser organizational commitment can result to lower job performance (Mosdegh, 2016). Apart from these negative implications to the organization, technostress is also linked to an individual's psychological state.

Efilti and Naci Çoklar (2019) confirmed that technostress has a negative association with psychological capital like self-efficacy, hope, and optimism. In other words, a higher level of technostress implies a lower level of self-efficacy, hope, and optimism. This elucidates that technostress is a problem that needs to be addressed immediately. In the advent of the online distance setup of learning due to the pandemic, Saleem et al., (2021) explored moderating factors of technostress which include training related to technology, and creative self-efficacy which pertains to the belief that one can produce creative outcomes. The study explained that training and creative self-efficacy can manage the consequence of technostress on the respondents' job performance.

Table 3
Teachers' Level of Technostress

Indicators	Mean	DE
I am forced by this technology to do more work than I can handle.	3.53	H
I am forced by this technology to work with very tight time schedules.	3.68	H
There are constant changes in computer software in my place of work.	3.33	M
There are constant changes in computer hardware in my place of work.	3.35	M
I need a long time to understand and use new technologies.	3.39	H
I do not have enough time to study and upgrade my technology skills.	3.51	H
I feel a constant threat to my job security due to new technologies.	3.39	H
I am threatened by co-workers with newer technology skills.	3.37	H
I have to sacrifice my vacation and weekend time to keep current on new technologies.	3.47	H
I feel my personal life is being invaded by this technology.	3.59	H
Overall Mean	**3.46**	H

Table 4 reveals the level of technostress of teachers when grouped according to age. It can be noted that middle-aged adult teachers experience a high level of technostress while young adult teachers experience a moderate level of technostress. Furthermore, teachers in the age bracket of 31 – 45 have a higher mean score as compared to the teachers in the 23 – 30 age group. The difference is statistically significant as indicated by a computed p-value of 0.0097.

Analysis of data disclosed that teachers from the middle-aged adult group experience more level of technostress compared to the teachers from the young age group. This depicts that older teachers are striving to deal with technology in the current working environment while the younger teachers were able to cope with this demand. The current finding coincides with the study of Jena and Mahanti (2014) which reported that younger academicians experience a lower level of technostress than the older ones. Tarafdar et al., (2011) suggested that this situation takes place because younger professionals are expected to be more familiar with the utilization of technology compared to their older counterparts.

Tsertsidis et al. (2019) supplemented that older individuals perceive the use of technology negatively as it makes them less competent. From this idea, the result of this study can be associated with the attitude of teachers towards the use of technology in teaching. This seems to be the case as older teachers in the sample have difficulty adapting to new teaching methods which necessitate technological tools and devices in this time of the pandemic. In contrast, younger teachers have explorative characteristics which allow them to willingly learn new skills related to ICT (Maier et al., 2019).

Table 4
Technostress Level Grouped According to Age

ATTRIBUTE	MEAN	DESCRIPTION	t - value	p-value
Young Adult	3.22	Moderate	0.66	0.0097*
Middle-aged Adult	3.39	High		

Table 5 shows the difference in the teachers' level of technostress based on educational attainment. Teachers who are in the post-graduate level of education obtained a mean of 3.41 which indicates a high level of technostress those who attained a college graduate degree recorded a mean of 3.25 which is described as moderate. The p-value stressed that teachers at the post-graduate level have a significantly higher degree of technostress compared to teachers who are college graduates.

These results established that educational attainment significantly differentiates teachers' level of technostress. Particularly, teachers who have higher educational formal education are more vulnerable to technostress than teachers with a baccalaureate degree. This contradicts the claim of Tarafdar et al. (2011) that professionals with higher formal education experience a lower level of technostress. The author supplemented that this is due to the respondents' easier adaptability as a result of more exposure to ICT. However, researchers ascertained that higher exposure to technology indicates a higher technostress as it involves higher physical, social and cognitive skills (Ayyagari et al. 2011; Ragu-Nathan et al. 2008 & Tarafdar et al. 2007). In this study, the teachers who are at the post-graduate level are pursuing their studies in an online classroom setup.

In addition, the institution adapted an online learning modality that requires teachers to use ICT when working. This means that teachers from the postgraduate level group utilize technological tools and devices more frequently than the teachers from the college graduate group which leads to higher exposure. Boonjing and Chanvarasuth (2017) confirmed that a higher frequency in using technology results in a higher level of technostress. Specifically, the results of their study revealed that overusing mobile phones can lead to technostress that can cause personal health and even work-related issues. In today's online mode of education, one of the emerging manifestations of technostress is zoom fatigue. Zoom fatigue describes tiredness, anxiety, or worry resulting from overusing these virtual platforms (Wolf, 2020). In a further review, a more recent study conducted by Marchiori et al., (2018) stated that the difference in the level of technostress is not significantly affected by the level of formal education. This entails that teachers experience the same level of technostress regardless of the academic degree attained. The different results provided may be due to sampling and methods used.

Table 5
Technostress Level Grouped According Educational Attainment

ATTRIBUTE	MEAN	DESCRIPTION	t - value	p-value
College Graduate	3.25	Moderate	5.22	0.00**
Post Graduate Level	3.41	High		

Table 6 presents the level of technostress of single and married teachers in this study. In this case, single teachers showed a moderate level of technostress while married teachers recorded a high level. It can be observed that married teachers recorded a mean technostress level of 3.58 which is higher than the mean of the single teachers. Furthermore, the computed p-value confirms that this difference is statistically significant.

This means that teachers who are married are more stressed when using technology at work as compared to single teachers. This contradicts the findings of Jena and Mahanti

(2014) that marital status does not have a significant impact on technostress. These disputing results may be sample-specific and affected by the situation of the respondents. Currently, the institution implemented the work-from-home setup to continue education despite the COVID-19 pandemic.

Thus, the result of this study can be linked to the family responsibilities of married teachers that interfere with their work at home. This manifests work-family conflict which arises when an individual's work and family obligations have incompatible demands, making participation in both roles more difficult (Ayyagari et al., 2011). In the proliferation of the current health crisis, researchers observed an increased work-family conflict (Vaziri et al., 2020; Isniqi, 2021 & Sandoval-Reyes et al., 2021) that can induce individuals' level of technostress (Alvarez-Rico et al., 2021). In fact, the work of Molino et al., (2020), Ghislieri et al., (2021) concluded that work-family conflict is positively related to perceived ICT stress during the pandemic. This entails that married teachers experience a higher level of technostress due to the imbalance of their work and family responsibilities.

Table 6
Technostress Level Grouped According Marital Status

ATTRIBUTE	MEAN	DESCRIPTION	t - value	p-value
Single	3.34	Moderate	2.56	0.01
Married	3.58	High		

Table 7 displays the technostress level of male and female teachers. The data provided a mean of 3.57 and 3.31 for male and female teachers, respectively. These values describe that male teachers have a high level of technostress whereas female teachers experience a moderate technostress level. The p-value indicates that the mean technostress level of male teachers differs significantly from female teachers.

In this case, male teachers are more susceptible to technostress in contrast to female teachers. This result can be attributed to the teachers' perceived ease of use of technology in the workplace (Harahap & Effiyanti., 2015 & He et al., 2018). This supports the findings of Ragu – Nathan et al (2008) and Jena and Mahanti (2014) where male respondents experience more technostress than the female respondents. The authors pointed out that this occurs because male teachers find technology more difficult to use as opposed to female teachers.

However, recent researches posit otherwise, claiming that female teachers have higher technostress level than male teachers (Penado Abilleira et al., 2021; Estrada-Muñoz et al., 2021 & Gabr et al., 2021). As stated by Sriwidharmanely et al. (2021) emotional state is a contributory factor of technostress. In line with this statement, Thibaut & van Wijngaarden-Cremers (2020) reported that emotional distress was more intense in women during the COVID-19 pandemic. Results of different studies do not clearly show which sex is experiencing more technostress. In the work of Coklar (2016), Rahman and Yadav (2020), the difference in technostress levels between male and female teachers does not significantly vary which shows that male and female teachers are unable to cope with technology-related demands in the environment to the same extent.

Table 7
Technostress Level Grouped According Sex

ATTRIBUTE	MEAN	DESCRIPTION	t – value	p-value
Male	3.57	High	5.13	0.00**
Female	3.31	Moderate		

V. CONCLUSIONS AND RECOMMENDATIONS

In light of the findings of this study, the researcher concluded that teachers are not able to cope with the demands of the online working environment. It can also be noted that age, sex, educational attainment, and marital status are contributory factors in the level of technostress experienced by teachers in the current set-up of education. In addition, this endeavor provided results that contradict existing literature in line with sociodemographic characteristics as factors that influence technostress.

In relation to the aforesaid, the researcher recommended that academic institutions may implement a technostress wellness program to manage the teachers' level of technostress. The researcher proposed that the program could be designed based on teachers' sociodemographic profiles considered in this research. Further studies may also be conducted to establish clearer findings on this phenomenon. Finally, future researchers may include more respondents in the sample and employ different quantitative methods.

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CMO No. 15, S. 2019: Graduate Students, Are You Ready for This?

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Abstract: *With the approval and dissemination of CHED Memorandum Order Number 15, Series of 2019 in the Philippines, graduate students both in the Master of Science/Master of Arts Academic Track and Doctor of Philosophy Academic Track/Doctor of Philosophy by Research are now compelled to publish or, at least, show evidence of acceptance of research studies in refereed journals, or nationally or internationally indexed journals. Coriat (2019) claims that the value of research to society and its relationship to wealth and competitiveness has long been established. But then, developing countries' embrace, as in the case of the Philippines, of international publishing standards has received little attention (Vuong, 2019). As a result, publication pollution is growing by the day since developing-country writers including Filipino researchers lack expertise and mentoring (Jawaid, 2016). Thereupon, this policy review brings to the fore various deterrents in the fruition of students' publications, pertinent questions than can stir waves of reflection among readers, professors, and administrators, to name a few, and mentorship as the saving grace for the emerging problems. Mentorship in this article means that the mentor and the mentee work hand in hand from research ideation to research presentation or publication.*

Keywords: *CHED Memo Order, research publication, mentorship*

INTRODUCTION

Curriculum revamps have taken place in the landscape of Philippine education; it started in the basic education through the full-blown implementation of the K-12 curriculum, which, in turn, entailed curriculum changes in the higher education. Consequently, these initiatives gave birth to Commission on Higher Education (CHED) Memorandum Order Number 15, Series of 2019 necessitating an update in the graduate school programs in the country.

Article 1, Section 1 of the CHED Memo Order states that the environment and perspectives on graduate education have shifted substantially over the last few decades. Globalization, regional integration, internationalization of higher education, and the Fourth Industrial Revolution all require new or expanded capabilities among students to fulfill these demands. Section 2 of the said article adds that "The graduate programs focus on a particular or interdisciplinary academic discipline or profession and involves objective-options such as: evaluation and interaction with professors and peers; professional experience via internships, teaching, and research; and, production of original research or creative work."

This paper only zooms in on the production of research which requires graduate students to gain higher competencies in knowledge production. This thrust means that students in the Master of Science or Master of Arts Academic Track must have a publication or evidence of acceptance of a research study in a refereed journal, while students in the Doctor of Philosophy Academic Track and Doctor of Philosophy by Research must have, at least, one publication or evidence of acceptance of a research study in a nationally or internationally indexed journal. Faculty members in the graduate school are no foreigners to this requirement as they are expected to show proof of publications in refereed academic journals, nationally or internationally indexed journals or in industry/professional-based journals. In line with this, this paper lays down existing stumbling blocks in the thrust, asks thought-provoking questions, and offers ‘mentorship’ as the most viable solution because much is expected from graduate students.

DISCUSSION

Undeniably, the greatest strategy to aid students with their own knowledge-building activities is to show researchers at work, in the sweaty mess of producing knowledge, and to try out the research process itself because learning is essentially about doing that (Connell, 2019, p. 40). However, the laser-sharp focus on publishing research places a boulder in the shoulders of both students and faculty members due to their readiness and competence. Conducting research is one thing, but publishing it is a whole new level.

Coriat (2019) claims that the value of research to society and its relationship to wealth and competitiveness has long been established. But then, developing countries’ embrace, as in the case of the Philippines, of international publishing standards has received little attention (Vuong, 2019). As a result, publication pollution is growing by the day since developing-country writers including Filipino researchers lack expertise and mentoring (Jawaid, 2016).

Mentoring

Taylor and Stephenson (1996, p. 17) opined that the issue about defining ‘mentoring’ is that there are no definitions to be used as needed, and that they have not yet been compiled into a single, all-encompassing version. On one hand, mentoring is a one-on-one partnership between a mentor and the person being mentored (Hartwig, 1999). On the other hand, mentoring is defined as a method of assisting another in comprehending and learning holistically from their day-to-day experience (Bayley, Chambers, & Donovan, 2004, p. 8). In the field of research, Tan (2011) specified that mentoring is a process in which the mentor and the mentee collaborate to find truths and generate important results. By the same token, the writer of this article brings to the fore that mentoring in research means that the mentor and the mentee work hand in hand from research ideation to research presentation or publication.

There can be a number of ways to define what mentoring is, which is why there is ‘no single, all-encompassing version’. What is succinct is that mentoring is not as simple as lighting one candle after another, with the 'knowledge flame' never truly dying as it is continually transmitted from mentor to mentee (Pagano, 2013). Nevertheless, it is worth all the while since successful mentoring may foster a learning culture in which both the mentor and the mentee can gain knowledge (Doan, 2016).

Mentors

The mentors referred to in this article may be equivalent to ‘advisers’ in this particular CHED Memo Order. Article 6, Section 15 under ‘Adviser to Student Ratio’ specifies that “Students must be assigned an adviser at the time of admission and must be provided with the regular opportunity to communicate with their advisers not only choice of course enrollment and satisfaction of degree requirements, but other intellectual and professional concerns as well.” This ideal statement is easier stated than done. The question is “Is each graduate student assigned an adviser at the time of admission?”

A mentor may also be a professor who teaches coursework and who integrates mentorship in the teaching and learning process with the hope that graduate students will eventually develop and foster self-directed research. The question is, “Are the professors willing to do this in their respective classes considering the number of students?”

The bitter reality is that mentors frequently have other goals and worries, such as being highly productive in research, getting money, gaining a permanent employment, search out fresh income sources, coping with enormous administrative obligations, and demonstrating accountability to numerous masters as both a teacher and a scholar that is why they may be unable to devote enough time to these tasks (Moradi, 2019; Ramsden, 2003).

There might be numerous characteristics that a mentor should possess. Notwithstanding, Archibugi (2021), Bettmann (2009), and Catanese and Shoamanesh (2017) purported the following. First, the mentor should be available. To promote gradual and consistent growth, a mentor should prioritize and organize regular sessions with the mentee. The availability of a mentor is critical, as evidenced by quick and regular responses to e-mails, article critiques, messages, and meetings. Second, the mentor should be an expert in the field. The mentor must, by definition, know the topic better than the mentee and have engaged in the epistemic community's activities. The mentor should have a track record of important research, constant publication, and invitations to conferences and seminars, among other things. Third, the mentor should be age-constraint free. Gone are the days when mentors had to be at least one generation older than their mentees. In mentorship, being intellectually established and secure surpasses age, especially if all other attributes of a good mentor are present. Finally, the mentor should be open-minded. In another light, mentors know no better path to success than their own, shaped by their own experiences. This is not to suggest they are blind to alternative options; rather, it appears that, because no one can guarantee that a plan will succeed, mentors tend to tell mentees what worked for them. The problem is that their approach may be somewhat distinct, the system may have evolved, or other factors may have taken precedence (Götz, 2019). Therefore, a mentor should be able to share her vast experience with her mentees while also encouraging, rather than discouraging, the development of new or unique styles, subjects, and approaches.

Dikilitaş and Mumford (2016) explained in their research the roles of mentors in the process. First, the mentor provides research writing focus. Mentees may have a potpourri of ideas in mind, so the mentor should be able to provide clarity as well as support in choosing a suitable research focus. Second, the mentor provides language support. Although there are tools to help students in the language department, the mentor could offer guidance in creating neutral, formal style in writing research papers. Third, the mentor provides pedagogic input which denotes that she supports the mentee’s paper for overall research article structure, appropriate language, and academic conventions, e.g. referencing. Fourth, the mentor provides moral support or motivation. Research writing can be extremely exhausting - physically, emotionally, and mentally. Sometimes, mentees are left feeling overwhelmed. In consequence, the mentor may offer ongoing encouragement to write and the reassurance in the value of writing. Overall, the mentor’s role is present from finding the mentee’s initial focus to the final written product.

According to Wright-Harp and Cole (2008), the ideal research mentor is someone who is willing to help mentees improve their research abilities and increase professional self-confidence by allowing them to present and publish their work. The findings have to be taken to the people who can use them because this effort builds the knowledge archive. Connell (2019, p. 23) explains that it is an essential part of the research process since presenting and publishing mentees’ work are all used to communicate with other scholars.

Paper Presentation

Participating in conferences, whether by providing keynote speeches and papers, presenting posters, chairing sessions, or serving in the scientific committee, is critical to increasing the exposure of a laboratory's research and individual scientists' careers (Rowley-Jolivet, 2002). The oral presentation of papers at an academic conference is one of the most important ways for information to spread through the academic discourse community (Hood & Forey, 2005).

In this case, the mentor should train her mentees the nuances on how to pitch their papers in institutional, regional, national, or international conferences or research grants. One may ask “Has the mentor tried presenting his/her paper in a conference, or has the mentor, at least, tried being a paper evaluator in a conference?” After all, *Gadbois and Graham (2012) perceived that a mentor shares professional and personal experience, functions as a ‘sounding board,’ provides guidance and advice, and helps prepare students for the work they are currently doing and for their career responsibilities in the future.*

Paper Publication

Another way to communicate research studies is through paper publications. There are caveats, though. When under pressure to publish, graduate students may hesitate to investigate tough topics or highly specialized local concerns that are less likely to be approved for publication (Jordão, 2019). Landgrave (2019) additionally explains that students' single-minded concentration on publishing at any cost exposes them to exploitation. One form of exploitation could be of students falling prey to predatory journals or publishers due to the proverbial ‘”publish-or-perish” nature of graduate school with respect to the new CHED Memorandum Order.

The consensus definition reached on predatory journals and publishers by Grudniewicz et al. (2019) was “Predatory journals and publishers are entities that prioritize self-interest at the expense of scholarship and are characterized by false or misleading information, deviation from best editorial and publication practices, a lack of transparency, and/or the use of aggressive and indiscriminate solicitation practices.” This incident resonates with the study of Kurt (2018) when the participants expressed that they lacked proper supervision and believed they lacked the scientific competence to submit their papers to more reputable journals. Mentors can, then, fill this gap by educating graduate students how to spot predatory journals or publishers and by discussing concepts like refereed journals, indexed journals, among others. The question is “Do the professors themselves have a know-how, or have they published research articles in refereed, or nationally/internationally indexed journals?”

Snoek (2019) recommends mentors to include students early in the publication process by encouraging them to participate to their mentors' ongoing work. In this situation, the students have a secure environment in which to learn about the often cruel publishing system before they face the pressure of publish-or-perish. The question is that “In case graduate students help out in the research endeavors of their mentors, what policies are crafted to protect them from simply being ghost writers of their mentors?”

To reiterate, Article 3, Section 8, under ‘Summary Matrix of Graduate School Programs’ states that a major requirement and a student output is a publication or publications in a refereed journal or in nationally/internationally indexed journal. The term ‘publication’ in this regard paves the way for various interpretations. Hence, mentors should not only teach and guide students in the creation of Original Research Articles (ORA), but also open doors in the composition of Pilot Studies, Systematic Review Articles, Book Reviews, Perspective Articles, or Opinion Articles with a publication in mind. The hindrance is the dearth of rigorous study to identify new and better techniques for assisting students in learning the ropes in these kinds of possible publications (Bok, 2020, p. 128). The question is that “Do faculty members have expertise or experience in these categories that graduate students can explore on for publications?”

All in all, it would be useful for university mentors to undergo training on how to equip future researchers with the requisite research abilities (Akyürek & Afacan, 2018). Equally important is equipping faculty members who handle graduate school classes to be presenters and researchers themselves. At the end of the day, there is a grain of truth in the Latin clause “Nemo dat quod non habet” which means “You cannot give what you do not have.”

Mentees

Mentors are indispensable in the process of publication, but it is vital to take into account that mentees share the same responsibility, if not more, in the process. Mentees must let themselves to be "mentorable," which requires them to demonstrate respect, humility, patience, and flexibility in the relationship (Lee et al., 2015)

In addition to being ‘mentorable’, Bettmann (2009) identified five characteristics of successful mentees. First is having a clear definition of the support and help that mentees think they need. Although mentors can be a beacon in the process, the mentee must be able to ask relevant questions so that the mentors can also share definite answers, and the mentee must be assertive enough to express what they need or want, i.e. confusion in the appropriate research design to be used, to name a few. The direction, at the end of the day, is set by the mentee. Second is the recognition that one person cannot help the mentee meet all the mentoring needs. As has been established, mentors juggle a multitude of things from their professional to personal lives, so the mentee must have the initiative to seek help from other able individuals. They could be faculty members from another department, college, or school, trusted associates in the workplace, or friends in the academe who are willing to share their two cents and to address disparate concerns. Third is the ability to accept and work through meaningful criticisms. It is possible to receive relatively harsh feedback from evaluators, editors, or reviewers from presentations or publications that is why being under the tutelage of a mentor can help thicken the skin of the mentee for future criticisms and/or rejections. In short, the mentees are being prepared for the worst. Fourth is the interest in working with mentors to help the mentee grow. This burning interest is cultivated through being proactive in contacting the mentor, scheduling future encounters, treating the mentor ethically, and being considerate of the mentor's sentiments. Lastly, the commitment to make an effort to enable the relationship to develop and function. Like in any kind of relationships, the mentor-mentee relationship in the research process needs constant work. On the side of the mentee, she has to establish defined objectives and expectations for the mentoring relationship, convey what the mentee wants from the relationship, maintain distinct boundaries, and grasp what the mentor expects.

CONCLUSION

High quality mentorship is incredibly important for success at all levels of an academic career. The recommendations of Ocobock et al. (2021) for graduate students are to focus mainly on finding mentors and maintaining a good mentor-mentee relationship. In the previous research of Fedynich and Bain (2011), the authors found a direct correlation between faculty mentorship, the connection of students with program and faculty, and graduate success.

CHED Memorandum Order (CMO) Number 36, Series of 1998 and CMO Number 9, Series of 2003 needed to be updated or revised to adequately address and meet the requirements of the current times, which is why CMO No. 15, Series of 2019 was born. With its creation come great expectations from graduate students, both in the masters’ and doctoral levels.

In every reform, problems arise, which need to be redressed as early as possible before they get worse. Ergo, this paper attempted to shed light on the current landscape and the stumbling blocks as regards the publication of graduate students as necessitated by CHED Memorandum Order Number 15, Series of 2019. Second, the paper asked pertinent questions that readers, professors, and administrators, just to name a few, can ponder upon. Finally, the paper put forward 'mentorship' as the long-term solution. In order to advance the research work of students in their various fields of expertise, they must be capacitated in the process whereby mentorship can come in. The efficacious mentors can aid in the difficulty, the frustrations, and the dilemma of students in putting their research out in the knowledge economy. As Hall and Liva (2021) perfectly wove in words, graduate student mentorship is an important component of successful university experiences, especially better student retention, completion, and satisfaction.

In a nutshell, mentorship is designed to stimulate discussion about important relationships – between research and education, between diverse people and their different knowledge horizons, and between academia and wider communities (Fung, 2017).

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Dealing with Mathematics Anxiety in this Time of COVID-19: A Mixed-Methods Study

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Abstract. *Mathematics anxiety is a problem that continues to plague students. As the pandemic forced education to the online platform, how would students deal with their anxiety? This paper explored the Mathematics anxiety levels of 112 randomly sampled Grade 11 students, the reasons for their anxiety, how the COVID-19 pandemic affected their anxiety, and their coping mechanisms. This mixed-methods study employed the explanatory sequential design to answer the problems presented in this paper. Quantitative data were analyzed through Weighted Mean, Pearson Product Moment Correlation, and Chi-Square Test of Independence, while qualitative data were analyzed thematically and narratively. It was found that students had an overall neutral response towards having Mathematics anxiety and that it had no significant relationship with age and sex. The following were identified as reasons for their anxiety: differences in discussions and activities, fear of failure, numbers and variables, comprehension, teacher's expressions, and short discussion time frame. The students acknowledged that the pandemic had positive, negative, and no effects on their anxiety. As for coping mechanisms, the students turned to calming down, organizing, having a good support system, studying, and passive acceptance. Regardless of the coping mechanisms employed, students should make use of mechanisms that enable them to do better in Mathematics. Parents, teachers, and schools have important roles in helping students manage their anxieties. Further studies on the effectiveness of coping mechanisms ought to be undertaken.*

Keywords: *Anxiety, Mathematics anxiety, Mathematics education, online learning, Mathematics online learning*

I. INTRODUCTION

Mathematics is an indispensable discipline in life. Hence, one needs to possess adequate mathematical skills. Despite this reality, not all can grasp its essence due to its complicated and challenging nature (Skagerlund et al., 2019). Making matters worse, many feel stressed and anxious when they have to deal with the said discipline (Kiss & Vukovic, 2017). One can also feel physically and emotionally uncomfortable when presented with numbers or when given mathematical tasks (Dowker, 2016; Reyes, 2019; Brewster & Miller, 2020). These negative experiences lead to low academic performance in Mathematics and even failure (Casinillo, 2019). People with such experiences may be experiencing Mathematics anxiety (Sokolowski & Ansari, 2017).

Mathematics anxiety or MA has negative impacts on individuals and is rooted in the fear of meeting Mathematics in the form of classes, homework, tests, and day-to-day life (Khasawneh et al., 2021; Mendoza et al., 2021; Lanius et al., 2022). MA has been a common problem in K-12 and university education (Rozgonjuk et al., 2020; Khasawneh et al., 2021). Large percentages of students with MA have also been reported (Dowker et al., 2016;

Brewster & Miller, 2020) and the Philippines also has its own shares of cases of students with MA (Segumpan & Tan, 2018; Reyes, 2019; Salimaco, 2020). Having MA meant that students would be hostile to learning the discipline and that they would eventually tend to take fewer mathematical courses and would show fewer intention of taking more college mathematical courses, limiting their career options (Buckley et al., 2016; Puteh & Khalin, 2016; Foley et al., 2017; Lanius et al., 2022). Thus, any sign of MA must be accounted for because they will affect students' learning and would threaten careers in fields requiring mathematical competence (Brewster & Miller, 2020; Lau et al., 2021; Lailiyah et al., 2021).

MA has affected and continues to affect multiple countries, sectors, and disciplines (Khasawneh et al., 2021) and the COVID-19 pandemic has become a catalyst that had severely affected the Philippines (Caldwell et al., 2021). The COVID-19 pandemic led to a sudden shutdown of schools in 2020, affecting more than 1.6 billion students worldwide (Spitzer & Musslick, 2021). Teachers, professors, educational managers, and schools, were eventually pressured to develop Mathematics education online (Borba, 2021; Soysal et al., 2022).

Despite the efforts, the transition to online learning was met with an increase in the number of students who had experienced MA worldwide, making it higher than it already was (Lailiyah et al., 2021; Lanius et al., 2022). Many continue to be affected by anxiety as this pandemic has made it more difficult to redirect stress (Marpa, 2021; Soysal et al., 2022). Fortunately, there are certain strategies that can help prevent MA from occurring (Rozgonjuk et al., 2020; Khasawneh et al., 2021; Lailiyah et al., 2021). While there is no one-size-fits-all cure for MA, many anxiety reduction approaches require the mathematically anxious student to take some initiative in their learning process (Lanius et al., 2022). This is feasible since there are students who have MA but can still manage their fears and can perform well enough in class for them to pass their subjects (Nipaz et al., 2016). Similar to various forms of anxiety, recognizing the symptoms and developing coping strategies can help control anxiety (Lanius et al., 2022).

The University of the Cordilleras in Baguio City, Philippines is one of these institutions that have adapted to the academic demands caused by this pandemic. In particular, the said university invested on a learning management system or LMS called Canvas where relevant materials and assignments, quizzes and examinations, and relevant videos are given, taken, and shown respectively. Coupled with the said LMS, lectures are administered via Zoom and Google Meet. It is likely that students of the said institution also have their own experiences of MA in this time of the COVID-19 pandemic. Thus, research on MA during this pandemic is needed to determine students' readiness during this new normal time (Lailiyah et al., 2021). It is high time that students step up in dealing with their MA, especially now that they have been separated from their peers and teachers. As research confirmed an increase in MA during this pandemic, several questions remain unanswered (Soysal et al., 2022). One of these questions is on the specific coping mechanisms students employ in overcoming their MA. This current study looked into that.

This study is significant in ensuring and upholding the quality of Mathematics education in this time of COVID-19 since it will serve as an aid for teachers, parents, and schools to help students and for students to help themselves in dealing with their MA. This study sought to answer the following questions:

(1) What is the overall mean of students' responses across all items in the questionnaire?
(2) What is the relationship between age and MA level?
(3) What is the relationship between sex and MA level?
(4) Why did students choose their academic strands given their high exposure to Mathematics?
(5) What are students' reasons for MA?
(6) What are the manifestations of students' MA?

(7) How did the COVID-19 pandemic affect students' MA?
(8) How do students cope with their MA?
(9) Do students find their coping mechanisms effective in becoming better in Mathematics?

The following hypotheses were also made:
(1)There is no significant relationship between age and MA level.
(2)There is no significant relationship between sex and MA level.

II. RELATED LITERATURE

Informally called "Mathemaphobia", mathematics anxiety or MA is a feeling of tension, apprehension, and stress that interferes with mathematical abilities, the manipulation of numbers, and the solving of mathematical problems in academics and life (Salimaco, 2020; Khasawneh et al., 2021). According to Casinillo et al. (2020), one who has high stress levels is less likely to enjoy the learning process. MA causes individuals to have little confidence in their abilities to undertake mathematical problems (Lanius et al., 2022). MA causes a decline in academic performance and achievement, regardless of one's mathematical competence (Foley et al., Lanius et al., 2022). All of these meant that the higher the level of MA, the lower the level of Mathematics achievement and performance (Guita & Tan, 2018; Lailiyah et al., 2021). Although it often occurs in students, MA can affect people of any age (Lailiyah et al., 2021; Soysal et al., 2022). This strengthens the implication that MA can and will plague career lives.

According to Brewster & Miller (2020), MA has been studied since the mid-1950s when it was called number anxiety. However, it was not until the 1970s that a scale was developed to measure MA. They cited Tobias (1978), who defined MA as the panic, helplessness, paralysis, and mental disorganization that arises in some people when they are obliged to solve mathematical problems. Tobias continued to play a crucial role in MA in the 1990s as she focused on understanding why female college students, who stopped pursuing Mathematics courses, held strong beliefs in the assumption that females are not capable of performing higher level Mathematics. They added that the work of Ashcraft and Faust (1994) led MA studies in a new direction with their research findings demonstrating differential mathematical processing due to MA. Starting in the 2000s up to the present, research focused on how MA can negatively affect an individual's academic performance and career opportunities (Puteh & Khalin, 2016; Zhang et al., 2019; Brewster & Miller, 2020; Velazco et al., 2021; Mamolo, 2022).

Several factors cause MA: the individual, the interpersonal, and the environmental factors (Brewster & Miller, 2020; Lailiyah et al., 2021; Lau et al., 2021). Examples of individual factors include genetics, working memory capacity, attentional bias, affective, physiological responses, one's unpleasant experiences in Mathematics, and problems they may have experienced in learning Mathematics in the past (Lailiyah et al., 2021; Lau et al., 2021). In terms of interpersonal factors, this includes societal beliefs, cultural influences, gender issues, parental support, expectations, and attitudes toward Mathematics, and teachers' own MA, self-efficacy, and expectations of students (Soni & Kumari, 2017; Brewster & Miller, 2020; Lailiyah et al., 2021; Lau et al., 2021). As for environmental factors, this includes Mathematics activities at home, classroom atmosphere, and cultural background (Lau et al., 2021).

Along with these factors, it is evident that culture affects the level of MA in society (Brewster & Miller, 2020; Lanius et al., 2022). Brewster and Miller cited the example of students in Asian countries that had high MA but still managed to perform well in Mathematics. They added that the high value placed on academic achievement in Asian cultures may be responsible for this finding. This showed the complex effect of culture on MA and performance and shed light on the social dimension of MA.

Brewster and Miller (2020) added another cluster of factors that caused MA – the missed opportunity factors. This includes the fact that students probably have little to no Mathematics knowledge resulting in MA. Missed opportunity would also account for individuals who do well in other academic areas but struggle with Mathematics due to MA. These students have not had an opportunity to learn the foundations of Mathematics that are required in learning higher levels of Mathematics. This could also pertain to a lack of learning experience due to poor Mathematics teaching and understanding and class absences.

According to Lailiyah et al. (2021), MA has several aspects – the physiological, the affective, the cognitive, and the behavioral. The physiological aspect takes the form of over sweating, trembling hands and lips, stomachaches, headaches, and increased heart rates, while the affective aspect takes the form of nervousness, frights, tensions, and anxieties. The cognitive aspect takes the form of difficulties in concentration, decision-making, and sleeping, while the behavioral aspect takes the form of purposeful attempts to avoid Mathematics classes, walking up and down, and snapping fingers.

Teachers also need to be concerned about the effects of MA on the Mathematics achievement of students (Puteh & Khalin, 2016). As a matter of fact, teachers have an important role in recognizing, reducing, preventing, and raising awareness on students' MA, guarding them against negative classroom environments, and helping them build confidence (Nipaz et al., 2016; Suárez-Pellicioni et al., 2016; Lanius et al., 2022). A cluster of factors that affect students' Mathematics achievement is teacher-related since some problems that students encountered in learning Mathematics have been attributed to their strategies (Tularam & Machisella, 2018; Salimaco, 2020). Hence, teachers need to foster positive learning experiences for students for them to develop positive attitudes toward Mathematics. These positive learning experiences would engage students more with mathematical lessons and activities Casinillo et al., 2020). Teachers must support students by making them feel comfortable and by encouraging them to ask for help when they need it (Lanius et al., 2022). Mathematics teachers need to know the characteristics of students who experience MA (Lailiyah et al., 2021). After all, when students experience their Mathematics teachers' support, they become less anxious and more confident in their abilities (Segumpan & Tan, 2018). When it comes to students' learning, applying a more active approach may reduce MA (Rozgonjuk et al., 2020). According to Ruzek and Schenke (2019) and Casinillo et al. (2020), cooperative and interactive learning strategies would help promote higher-order thinking for both students and teachers. Casinillo et al. (2020) added that Mathematics should be taught with effective strategies that will make students interact with the teachers. Utilizing various teaching strategies and approaches can address different learning styles and developmental stages of students and can enhance meaningful learning of mathematical concepts (Casinillo & Guarte, 2018; Casinillo et al., 2020). When schools were forced to shift online, teachers were vigilant to quickly adapting their teaching methods (Midcalf & Boatwright, 2020). This showed that teachers still aspired to yield meaningful learning experiences, even in the online setting (Cortez, 2020). However, even if teachers do all they can to help their students, there will still be students who will have a hard time with Mathematics (Cerbito, 2020).

This could be because online learning had altered the learning environment most students were accustomed to which meant that they were not satisfied with it (Serhan, 2020; Soysal et al., 2022). Online learning made students less motivated from watching lectures synchronously (Soysal et al., 2022). Communication, or the lack thereof, also played a significant role in how much a student's MA changed during the transition to online learning (Lanius et al., 2022). The pandemic made students feel isolated since they were used to the collaborative approach used in Mathematics classes (Soysal et al., 2022). The dependence on teachers had also made students afraid of doing tasks on their own since they believed that the sole source of learning is the teacher (Segumpan & Tan, 2018). This also implies that teachers are effective channels for students to divert their MA. After all, students' development of motivation, self-efficacy, and confidence depends on their teachers' capacity to help their students in learning Mathematics (Voica et al., 2020).

It is therefore true that MA has become an important topic to study (Lailiyah, 2021). Hence, the need for studies on coping strategies is deemed necessary. Although Skaalvik (2018) had a glimpse of coping strategies for MA, this had been undertaken before the pandemic. The need for research on MA during this time of pandemic is imperative because everything may become outdated due to a lack of capabilities of predicting the evolution of the COVID-19 crisis or whether a new crisis will follow it (Borba, 2021).

III. METHODOLOGY

Research Design

A mixed-methods design was used to answer all the problems targeted in this study. In particular, the explanatory sequential design was used since quantitative data were obtained first and were supplemented by qualitative data (Creswell & Plano Clark, 2018).

Data Gathering

Two instruments were used for data collection. The first was a questionnaire, adopted from Carter et al. (2013), which consisted of 10 items on a 5-point Likert scale that tasked the respondents to express their agreement or disagreement with the said items. The response ranged from Strongly Disagree (1) to Strongly Agree (5). The questionnaire's validity was tested using Cronbach's alpha which resulted in a coefficient of 0.83. This meant that the questionnaire has high validity. The questionnaire was circulated to respondents through Google Forms.

The second instrument was a structured interview that followed up on the responses to the questionnaire of the 5 students with the highest MA levels. The said interview consisted of questions validated by the research committee who had checked the relevance and appropriateness of each question. The structured interviews were administered through Facebook Messenger.

Selection of Respondents

This mixed-methods study involved 112 randomly sampled Grade 11 Accountancy, Business, and Management (ABM) and Science, Technology, Engineering, and Mathematics (STEM) students from the University of the Cordilleras in Baguio City, Philippines. The said academic strands were targeted due to their curricula's high exposure to Mathematics. Once data were gathered through a questionnaire, the 5 respondents with the highest MA levels were selected for interviews. These 5 were chosen since they all belonged to the highest level defined in Table 2.

Data Analysis

As data from the questionnaire were obtained, it was vital to obtain the weighted mean for each of the 10 items in the questionnaire and the overall mean to determine their corresponding responses. Table 1 presents the 5-point interval scale that was used to categorize and interpret the mean across each item.

Table 1
Interpretation of Mean Responses for Each Item

Descriptor	Numerical Weight	Statistical Range
Strongly Disagree	1	1.00 – 1.80
Disagree	2	1.81 – 2.60
Neutral	3	2.61 – 3.40
Agree	4	3.41 – 4.20
Strongly Agree	5	4.21 – 5.00

Each student's responses were summed separately to determine their respective total scores and corresponding MA levels based on Table 2. These scores were then correlated to age and sex separately. These scores later on determined those who were to be scheduled for the structured interviews.

Table 2
Interpretation of Students' Total Scores

Mathematics Anxiety Level	Score Interval
Wow! Loose as a goose!	10 – 19
On the fence!	20 – 29
No doubt! You are still fearful about Math!	30 – 39
Sure thing, you have Math anxiety.	40 – 50

The Pearson Product Moment Correlation was used to determine the relationship between age and MA level since both variables corresponded to numerical data.

The Chi-Square Test of Independence was used to determine the relationship between sex and MA level since both variables fall in different categories. Sex is the nominal variable while MA level is the categorical variable.

The students whose scores fell on the highest level of MA were chosen for the structured interviews. Responses from the structured interviews were analyzed both thematically and narratively to answer the rest of the problems presented earlier. Themes were drawn from their responses as they were narrated.

IV. RESULTS

Mean Responses for All Items in the Questionnaire

Table 3 shows the students' mean responses across all items in the questionnaire and the overall mean response with their corresponding interpretations. It could be seen that students had a neutral response to items 2, 3, 4, 6, 7, 9, and 10, had disagreed with items 1 and 8, and had agreed with item 5. Overall, students had a neutral response towards having MA.

Table 3
Mean Responses for Questionnaire Items

Items	Weighted Mean	Descriptive Equivalent
I cringe when I have to go to Math class.	2.29	Disagree
I am uneasy about going to the board in Math class or having to solve problems publicly online.	3.33	Neutral
I am afraid to ask questions in Math	2.98	Neutral

class.		
I am always worried about being called in Math class.	3.37	Neutral
I understand now, but I worry that it's going to get difficult really soon.	3.79	Agree
I tend to zone out in Math class.	2.86	Neutral
I fear Math tests more than any other kind.	2.94	Neutral
I don't know how to study for Math tests.	2.59	Disagree
It's clear to me in Math class, but when I go home or leave online class, it's like I was never there.	3.13	Neutral
I am afraid I won't be able to keep up with the rest of the class.	3.37	Neutral
General Weighted Mean	**3.07**	**Neutral**

4.2 Relationship Between Age and Mathematics Anxiety Level

Table 4 shows the values obtained from the Pearson Correlation Coefficient calculations. It was found that $r(110) = .12$, $p = .202$. The result was not significant since $p > .05$. Hence, there is no significant relationship between age and MA level.

Table 4
Relationship Between Age and Mathematics Anxiety Level

	r	***N***	***df***	***p***
Pearson Correlation	.12	112	110	.202

4.3 Relationship Between Sex and Mathematics Anxiety Level

Table 5 shows the values obtained from the Chi-Square Test of Independence calculations. It was found that $\chi^2(3, N = 112) = 1.45$, $p = .694$. This meant that the result was not significant as $p > .05$. Furthermore, the results implied that sex had nothing to do with one's MA level. Hence, there is no significant relationship between sex and MA level.

Table 5
Relationship Between Sex and Mathematics Anxiety Level

	χ^2	***N***	***df***	***p***
Chi-Square Test	1.45	112	3	.694

Table 6 shows the number of students according to their MA levels. It could be seen that 9 students scored within 10 – 19 points, 48 students scored within 20 – 29 points, 50 students scored within 30 – 39 points, and 5 students scored within 40 – 50 points. These 5 students were chosen for the structured interviews since they fell on the highest level of MA.

Table 6
Number of Students According to Mathematics Anxiety Level

Mathematics Anxiety Level	Number of Students
Wow! Loose as a goose!	9
On the fence!	48
No doubt! You are still fearful about Math!	50
Sure thing, you have Math anxiety.	5
Total Number of Students	**112**

4.4 Students' Reasons for Choosing Their Respective Academic Strands

Students were asked why they chose their respective academic strands despite their high exposure to Mathematics. Their responses all pointed to the same reason – *Career Opportunity*. The students narrated:

> *"I chose my academic strand because I dream to be a doctor."* [Student A]
>
> *"I plan on taking up Nursing in college."* [Student B]
>
> *"I heard that it will be easier to choose a course in college if I am in it. I want to take up Aviation."* [Student C]
>
> *"I only chose my academic strand because of the course I am getting when I enter college. I want to take up Medicine."* [Student D]
>
> *"I chose my academic strand to be eligible in getting an Engineering course."* [Student E]

4.5 Students' Reasons for Mathematics Anxiety

The students specified the following reasons: differences in lectures and tasks, fear of failure, numbers and variables, comprehension, teacher's expressions, and short discussion time frame. Their responses were as follows:

4.5.1 Differences in Lectures and Tasks

> *"I get anxious about Mathematics when the written works and performance tasks' equations are different from those discussed by the teacher. Given these situations, students experience difficulties in applying the lessons taught to them which make them even more anxious to answer these tasks.*" [Student A]

4.5.2 Fear of Failure

> *"Most of the time, I am scared of the possibility that my answers are incorrect."* [Student C]

4.5.3 Numbers and Variables

> *"I do not exactly know why, but when I see those unfamiliar numbers and letters, they make me anxious because I cannot process them."* [Student D]

4.5.4 Comprehension

> *"I usually do not understand the lesson."* [Student D]

"I get anxious because of my level of comprehension." [Student E]

4.5.5 Teacher's Expressions

"I am sometimes afraid of the teacher's expressions." [Student C]

4.5.6 Short Discussion Time Frame

"What makes me anxious about Mathematics is having difficult lessons with short time discussions." [Student B]

4.6 Students' Manifestations of Mathematics Anxiety

The students specified the following manifestations of their MA: sweatiness, stomach discomfort, blanking out, distractedness, nervousness, lack of confidence, overthinking, and shame. Their responses were as follows:

4.6.1 Sweatiness

"Sweat is dripping from the palms of my hands, my forehead, and the soles of my feet." [Student C]

"[I get] sweaty palms." [Student E]

4.6.2 Stomach Discomfort

"[I] get sick in the stomach." [Student D]

4.6.3 Blanking Out

"I blank out." [Students A and D]

4.6.4 Distractedness

"I get distracted with the slightest disturbance." [Student B]

4.6.5 Nervousness

"I get extremely nervous." [Student C]

"These (Mathematics tasks) make me feel nervous..." [Student D]

"I get cold feet." [Student E]

4.6.6 Lack of Confidence

"What mostly comes to my mind is that I cannot do nor answer them (Mathematics tasks)." [Student D]

"I get cold feet." [Student E]

4.6.7 Overthinking

"It (Mathematics tasks) makes me overthink as I end up feeling that all my answers are wrong." [Student B]

4.6.8 Shame

> *"These (Mathematics tasks) make me feel bad about myself because my classmates can understand the lesson, while I cannot."* [Student D]

4.7 Students' Mathematics Anxiety and the COVID-19 Pandemic

The students identified that the COVID-19 pandemic led to separation from teachers, classmates, and peers, a better environment for learning, and no perceived effect. Their responses were as follows:

4.7.1 Separation

> *"The COVID-19 pandemic affected my anxieties because it caused students to be separated from their teachers, setting up a situation where students were not as fully supported. Online classes make me feel alone in understanding the lessons since there are lesser interactions between students and teachers. Friends are also a big influence for me when it comes to learning lessons in Math."* [Student A]

> *"Yes, because one of the ways I can deal with my anxieties is being surrounded by my learning buddies. However, I was more anxious in the face-to-face setting than in the online classes now."* [Student B]

> *"Yes, since it got harder for me to communicate with other people, making it harder for me to be able to communicate and ask my teacher because of my worsening anxiety. My anxieties became more prominent when online classes started. Since then, it was harder for me to keep up in class since no teacher was explaining the lessons physically. The teachings in the face-to-face setting are still different from online classes."* [Student D]

4.7.2 Better Environment

> *"Yes. I got a little calmer since my teacher and [my] classmates are not going to throw their judgmental eyes on me if I make a mistake."* [Student C]

> *"I simply prefer the online setting because I do not have to show my embarrassment…"* [Student E]

4.7.3 No Perceived Effect

> *"…but my anxiety is still the same."* [Student E]

4.8 Students' Coping Mechanisms

The students specified the following coping mechanisms: calming down, organizing, having a good support system, studying, and passive acceptance. Their responses were as follows:

4.8.1 Calming Down

> *"I take time-outs and meditate."* [Student A]

> *"During online classes, I soak my feet into a bucket of water to keep cool."* [Student C]

> *"I talk to myself to make myself feel better and eat some food to calm me down."* [Student D]

4.8.2 Organizing

"[I] organize my notes and my schedule." [Student A]

4.8.3 Having a Good Support System

"I deal with my anxieties by asking help from my parents, friends, or classmates when I get anxious with my subjects." [Student B]

4.8.4 Studying

"[I] ask questions in class." [Student A]

"[I] try to study more to understand the equations. [Student D]

4.8.5 Passive Acceptance

"I simply say, 'It is what it is.'" [Student E]

4.9 Students' Perceived Effectiveness of Coping Mechanisms

Students were asked if they found their coping mechanisms effective in doing better in Mathematics. Although some said yes, their perceived class standing in Mathematics said otherwise. Regardless, their responses were as follows:

4.9.1 Yes

"Yes, but I am still at a point where I find it challenging to keep up with the rest of the class." [Student A]

"Yes, because it can help me in focusing and looking on the bright side. I see myself in the middle where Mathematics is not that easy nor hard for me because I have my family and my friends to help me." [Student B]

"I think so. In terms of where I stand, I guess I am still a little far from what my classmates are now." [Student C]

4.9.2 Sometimes

"Sometimes. There are times that these help me. However, when I am having an anxiety attack, I have to be alone because talking to myself to calm me down does not help me anymore. These anxiety attacks are far more than having normal anxieties. As for my class standing, I am at the lowest, which makes me feel bad about myself." [Student D]

4.9.3 No

"No, but I do hope so. I see myself at the average or lowest." [Student E]

V. DISCUSSION

Mathematics anxiety or MA is the state of restlessness that yields a lack of confidence to undertake mathematical problems (Mendoza et al., 2021; Lanius et al., 2022). This would lead to students taking the minimum number of required Mathematics courses, eventually limiting career opportunities (Khasawneh et al., 2021). However, some manage to perform well despite their acknowledgment of having MA (Nipaz et al., 2016). Perhaps a majority of the respondents perceived themselves to having MA but at the same time, still manage to perform well. This could account for why the respondents had an overall neutral disposition towards MA.

It was reported in 2012 that 33% of 15-year-old students had MA (Brewster & Miller, 2020). Moreover, a higher MA is associated with older age in Science, Technology, Engineering, and Mathematics (STEM) students (Rozgonjuk et al., 2020). This increase in MA that came with age is backed by Dowker et al. (2016). Despite these, the findings in this study have pointed out that there is no significant relationship between MA and age. Regardless, it is still true that MA can affect people at any age (Soysal et al., 2022). This deterioration may begin even during primary school and up to adulthood (Dowker et al., 2016; Rozgonjuk et al., 2020). Even some Mathematics teachers suffer from MA (Rozgonjuk et al., 2020).

Studies have shown that females rated their ability to perform Mathematics lower than males (Brewster & Miller, 2020). This made sense since female students tend to have MA more than male students (Dowker et al., 2016; Luttenberger et al., 2018; Xie et al., 2019; Rozgonjuk et al., 2020; Wang & Zhao, 2020). According to Brewster and Miller (2020), all these could be attributed to societal beliefs and gender issues and lead to higher rates of MA among females. They added that female teachers' negative self-belief about their Mathematics ability may be carried on to students and possibly create missed opportunities for them to learn Mathematics. This fear may have long-term and devastating consequences for female students since it gives the message that females should not consider embarking on studies and careers in Mathematics-related fields (Brewster & Miller, 2020). However, Capinding (2022) found that male students had a higher rate of MA than female students which would tend to them being less eager to learn Mathematics. Despite all these, the findings in this study agreed with Khasawneh et al., (2021) who pointed out that there is no significant relationship between MA and sex. Hence, sex stereotypes should be shattered.

The thing about students with MA is that they would tend to avoid courses that have high exposure to Mathematics (Foley et al., 2017). Moreover, MA would thereby limit employment opportunities (Lanius et al., 2022). Interestingly, it was found that the students shared one reason for pursuing their respective academic strands despite their high exposure to Mathematics – Career Opportunity. Regardless of this outcome, it remains valid as students can still perform well in Mathematics despite having MA (Nipaz et al., 2016). The students simply need to be self-aware of their MA and their consequences so that their abilities to overcome them might increase (Khasawneh et al., 2021).

Studying Mathematics simply makes students nervous and uneasy and many factors cause MA such as insufficient mathematical background, curriculum weakness, negative experiences in Mathematics, fear of making mistakes and failure, pressure, family's dreams, expectations, comments on performance, and perceptions of Mathematics, teachers' personality, teaching style, and comments on performance, peer influences, classroom climate, mathematical abstraction, and so on (Puteh & Khalin, 2016; Reyes, 2019; Capinding, 2022; Soysal et al., 2022).

Among the reasons that students have indicated, it was acknowledged that the differences between lectures and tasks were responsible for causing MA. The types of questions given do contribute to the presence of MA among students (Puteh & Khalin, 2016). This could account for why the frequency of homework given and the upcoming exams are associated with higher levels of MA (Lau et al., 2021; Soysal et al., 2022). This now leads to another reason for students' MA - the fear of failure. If left unaddressed, students would tend to avoid solving mathematical problems because it could mean failure (Luttenberger et al., 2018). The avoidance of failure would still result in failure for not trying. However, even if students wanted to try solving some problems, there are students whose minds would tend to go blank which makes them unable to think clearly when working with numbers (Capinding, 2022).

There is fear among students when it comes to algebraic and word forms compared to abstract questions and activities (Puteh & Khalin, 2016). This was yet another reason indicated. All these implied difficulties in the development of Higher Order Thinking Skills (HOTS) since mathematical tasks required critical and creative thinking, decision making, and the production of solutions to problems (Suárez-Pellicioni et al., 2016; Yusoff & Seman, 2018). Needless to say, these students lack comprehension – another reason cited for their MA.

Students have admitted that their MA stems from their lack of understanding of the lessons (Reyes, 2019). This lack of understanding is also rooted in their lack of understanding of former lessons presented by former teachers in former classes (Reyes, 2019). This implied that students who cannot understand what the teacher is saying do not have the capacity to learn Mathematics (Segumpan & Tan, 2018). Moreover, negative feelings toward learning Mathematics arise due to a range of encounters relating to the way Mathematics is presented, taught, and learned by individuals (Reyes, 2019). All of these imply that comprehension of Mathematics is affected by teachers' expressions and even attitudes and teaching styles – yet another reason for students' MA. Simply put, some negative experiences in Mathematics are in working with teachers (Reyes, 2019).

Teachers with argumentative or aggressive communication styles can increase their students' MA levels (Lin et al., 2017). Moreover, intimidating teachers frequently produce students with MA (Nipaz et al., 2016). Students who felt uncomfortable approaching their teachers and felt that they were not available for communication are likely to experience higher MA (Lanius et al., 2022). Furthermore, the availability of the teachers to answer questions, either during or outside class, played a significant role in how students perceived their MA. A teacher with high levels of MA or a negative attitude toward Mathematics can pass these on to their students, resulting in poor learning outcomes (Lanius et al., 2022). Unpleasant teaching and assessment strategies like time testing and assigning Mathematics as punishment may influence the spread of MA (Rozgonjuk et al., 2020). Moreover, the teachers' incompetence in Mathematics would hinder their abilities in providing necessary instructions to students (Brewster & Miller, 2020).

Time played a crucial role in all these reasons – yet again another reason cited by the students. In particular, it was the short time frames for discussions that caused MA – especially for difficult topics. It could be noted that even with the intervention of technology, time is still not enough – again, especially with heavy topics (Segumpan & Tan, 2018). All these reasons could be attributed to the implementation of weak curricula (Puteh & Khalin, 2016).

Manifestations of MA were also given notice. For example, when given Mathematical tasks, students would exhibit symptoms such as sweatiness, dizziness, nervousness, and rapid heartbeats (Puteh & Khalin, 2016). These manifestations, which could be clustered within the physiological and affective aspects, would influence Mathematics performance (Buckley et al., 2016; Lailiyah et al., 2021). Among those that students have specified, the physiological aspect would account for sweatiness and stomach discomfort. Most manifestations that students have shared would fall into the affective aspect. These are blanking out, distractedness, nervousness, lack of confidence, overthinking, and shame. These solidify the fact that MA has negative effects and relations with performance, achievement, learning motivation, decision-making abilities, and positive attitudes toward Mathematics (Huang et al., 2019; Lewis, 2020; Lailiyah et al., 2021). Regardless, all signs of MA must be taken into account as they will interfere with the functions of the physical organs and will yield negative impacts on learning achievement (Lailiyah et al., 2021).

The COVID-19 pandemic did have effects on students' MA. COVID-19 significantly increased the level of MA among students due to changes in coursework, modality, and poor perceived health (Perz et al., 2020; Soysal et al., 2022). Notably, the pandemic shifted classes online and has earned mixed reactions among students.

Students who did not believe that the transition to online learning brought about by COVID-19 went well had an increase in MA (Serhan, 2020; Lanius et al., 2022). Notably, the decrease in students' academic motivation caused by the online modality may be the reason for the increased incidence of MA during this time of pandemic (Serhan, 2020; Soysal et al., 2022). In online learning, MA is caused by a low level of interactivities, online evaluation with no remedies, and low learning habits (Allen & Vallée-Tourangeau, 2016; Lewis, 2020; Lailiyah et al., 2021). The online learning system is limited and instruction cannot be executed according to the curriculum (Tanujaya et al., 2021). The instruction does not take place in the same way as it does in the face-to-face setting (Tanujaya et al., 2021). Students were expected to have access to technology that would allow them to attend class or watch materials online (Lanius et al., 2022). Quality technology and reliable internet became a necessity for classes and tasks. Consequently, students who had rare access to the internet or to computers had a much greater increase in MA than those who were well-equipped with resources (Lanius et al., 2022). Although the ability to attend class does not completely alleviate MA, students' MA levels were likely to increase if they missed classes (Lanius et al., 2022; Soysal et al., 2022).

Many students are affected by MA because they lack the proper stress outlets (Soysal et al., 2022). Speaking of these proper channels, the students acknowledged that the pandemic had separated them from their peers and teachers. This limited communication and worsened their MA (Mamolo, 2022). Some students are peer learners which meant that they learn better with the help of their peers (Segumpan & Tan, 2018). When students discuss and spend time working together on Mathematics, they feel excited and happy (Capinding, 2022). They also feel good when they receive praises and good comments from one another (Reyes, 2019). Unfortunately, social interaction does not occur between students in the current online setting (Tanujaya et al., 2021). Difficulties in contacting and interacting with teachers was another barrier to hurdle (Bringula et al., 2021). Again, the availability of teachers in answering students' questions played a role in their MA (Lanius et al., 2022). All these communication difficulties made it easier for information to be misunderstood and made it more difficult to answer questions (Soysal et al., 2022). Moreover, since teachers usually set the pace of learning, the student's inability to study at their own pace had posed another barrier to online learning (Bringula et al., 2021). Somehow, the development of overdependence between the Mathematics teachers and the students may be the root of MA (Segumpan & Tan, 2018).

Looking into the positive side, it was acknowledged that the online setup had provided a better learning environment. This works best for people who feel nervous when tasked to perform calculations in front of the class and for those who have stage fright when tasked to explain their solutions (Reyes, 2019). After all, it may reduce the students' fear of looking stupid in front of their teachers and classmates (Khasawneh et al., 2021). Notably, there were students who managed to retain their eagerness to learn amidst a pandemic and this motivation comes from various personal, societal, and environmental areas (Rahiem, 2021).

It was also acknowledged that the online learning modality brought by the pandemic did not have any impacts on the students' MA. After all, studying Mathematics is still perceived to be difficult regardless if it be done face-to-face or online (Lailiyah et al., 2021). Even in the online setting, students get the impression that Mathematics is a dreaded subject (Capinding, 2022).

Along with all the difficulties that MA presented, the students have shared their coping mechanisms. According to Skaalvik (2018), there are two types of coping mechanisms – the adaptive and the maladaptive. The adaptive coping mechanisms were those that would likely increase learning and improve one's skills through continuous attempts. Majority of those students have mentioned fall under this category. These are calming down, organizing, studying, and having a good support system. All these enable students to reframe their thinking. After all, reducing students' MA can be done through self-regulated learning, parental involvement, and conducive learning environments (Skaalvik, 2018; McMinn & Aldridge, 2020; Demirtaş & Uygun-Eryurt, 2020; Lailiyah et al., 2021). The maladaptive coping mechanisms, on the other hand, direct attention away from students' failures and the impression of them having low abilities (Skaalvik, 2018). The lone response that would fall into this category is passive acceptance or simply saying *"It is what it is."* By doing so, students simply move on without doing anything about it.

Along with the practices mentioned, Khasawneh et al. (2021) asserted that students would benefit from the following interventions: accepting that Mathematics skills are learnable and not innate, assessing current skills, believing in their development capabilities, being taught specific strategies to solve Mathematics problems, and keeping self-regulatory records to track development in overcoming MA. Students should also embrace the idea that working hard in Mathematics is the only way to succeed, especially since hard work does not depend on any special mathematical gifts (Lanius et al., 2022). Students should also be comfortable with the idea that everyone makes mistakes (Nipaz et al., 2016). Regardless of the coping mechanisms employed and their perceived effectiveness, students must be engaged in exploring, thinking, practicing, and using knowledge rather than listening to verbal descriptions of concepts. Moreover, their self-efficacy can be developed through paying attention to prior successes and failures through evaluation and through direct encouragement and reinforcement from people who are important to them (Nipaz et al., 2016).

Parents can also help in the prevention and minimization of students' MA (Demirtaş & Uygun-Eryurt, 2020; Lailiyah et al., 2021). Parental support is efficient in helping students whenever they experience problems in understanding mathematical problems (Lailiyah et al., 2021).

Teachers need to be concerned about the effects of MA on the Mathematics achievement of students (Puteh & Khalin, 2016). The teachers' effect on the students' pre-existing MA could result in higher levels of MA which would hinder Mathematics learning and would result to poor attention (Brewster & Miller, 2020). Moreover, the reduction of teachers' own MA is also crucial in reducing their students' MA (Rozgonjuk et al., 2020). Do take note as well that female teachers could transfer their MA to students (Brewster & Miller, 2020). Teachers who want to motivate students to learn should provide a classroom climate that will make them feel comfortable during academic activities and support their learning efforts (Nipaz et al., 2016). Thus, if the teacher encourages students, their MA can be lessened (Nipaz et al., 2016).

According to Lanius et al. (2022), schools should also provide technology services that provide students regular access to quality technology, such as laptop rentals, in reducing MA during an emergency remote class. They added that access to quality internet connections could yield a substantial decrease in MA. After all, internet access has become a human right (Tanujaya et al., 2021).

VI. CONCLUSION

Mathematics anxiety or MA can hinder people from realizing their full potential. It can affect people of any age whether male or female. Nevertheless, it is manageable. Interestingly, even with the fact that students would stray away from courses with high exposure to Mathematics, some students still pursued them in the name of career opportunities. These students have shared the following reasons for their MA: differences in lectures and tasks, fear of failure, numbers and variables, comprehension, teacher's expressions, and short discussion time frame. All these could be attributed to weak implementations of curricula. Students have manifested sweatiness and stomach discomfort in the physiological aspect, while they have experienced blanking out, distractedness, nervousness, overthinking, lack of confidence, and shame in the affective aspect. The students had contrasting views when asked about the effects of the pandemic on their MA. Some acknowledged that it negatively affected their MA since it separated them from peers and teachers. Some acknowledged that it positively affected their MA since it did set up a better learning environment through the transition to the online setup. However, another student perceived no effects despite acknowledging the positive effect. These students had the following adaptive coping mechanisms: calming down, organizing, studying, and having a good support system. As for the maladaptive, it was only passive acceptance. Students should engage in coping mechanisms that would help them face Mathematics and develop the necessary skills. Parents, teachers, and schools have significant roles in helping students cope with their MA. The study only focused on 112 Grade 11 ABM and STEM students from the University of the Cordilleras in Baguio City and does not imply generalized findings for all Grade 11 ABM and STEM students in the Philippines. Further studies focusing on the effectiveness of coping mechanisms must be done.

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Evolution, Essence and Boundary of "Ke-Cheng Si-Zheng"：A Rising Reform in Chinese Higher Education

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Abstract: *"Si-Zheng Ke-Cheng", the traditional ideological and political education has encountered new challenges and problems in Chinese higher education. As a rising reform in the New Era, "Ke-Cheng Si-Zheng", which means that all courses carry ideological and political education, and ideological and political education is embodied in all courses, was originated from Shanghai and then promoted from local practice and exploration to a national strategic deployment in 2018. However, no consensus on the definition of "Ke-Cheng Si-Zheng" has been reached in the academic and practical circles. It can be regarded as not only a new educational concept and an educational method for the whole teaching process but also a type of teaching systems and educational practice activities. In the teaching practice of Chinese Higher Education, "Ke-Cheng Si-Zheng" must be embodied in Non-ideological and political theory courses, and ideological and political theory courses also need more creativity to better carry out ideological and political education.*

Key words*: Ke-Cheng Si-Zheng, Si-Zheng Ke-Cheng, Ideological and Political Education, "the whole person" Education, Reform in Chinese Higher Education*

Introduction

In recent years, "Ke-Cheng Si-Zheng", a new term in Chinese has been popularized in the theoretical and practical circles of Chinese higher education. This term has yet no appropriate English translation. It is translated into "Curriculum Ideological and Political Education" partly (Lingling, L.,2021) and "curriculum ideology and politics" literally mostly in some English papers (Zhao W., Ai Y. P., 2021; Zhou Y.P., 2022). Xi, R. (2022) suggests an optional English translation "Ideological and Political Education Integrated Throughout Curriculum".

This term originated from "Shanghai Comprehensive Educational Reform Plan (2014-2020)", a governmental document issued by Shanghai Municipal Party Committee and Municipal Government in 2014. The concept was then accepted by the state and incorporated into the documents of central government. Thereafter, it has been promoted from local practice and exploration to a national strategic deployment. Under the great attention of the state, the discussion and research on "Ke-Cheng Si-Zheng" have developed explosively, frequently appearing in the media, network, professional and non-professional literature. As of August 2022, there have been 39,855 documents on the subject of "Ke-Cheng Si-Zheng" included in the CNKI database. Despite such a large body of literature on "Ke-Cheng Si-Zheng" in Chinese and many insights in related research results, there are few studies on this subject in English and many controversies left to be discussed.

Evolution: How is the Reform of “Ke-Cheng Si-Zheng” carried out?

Depending on the situation, the same Chinese word has different meanings and can be translated into different English expressions. “Ke-Cheng” usually means curriculum or course, and “Si-Zheng” means ideological and political education or ideological and political theory; “Si-Zheng Ke-Cheng” means ideological and political theory courses and “Ke-Cheng Si-Zheng” means “Ideological and Political Education Integrated Throughout Curriculum”. (Xi, R.,2022) In other words, “Ke-Cheng Si-Zheng” means that all courses carry ideological and political education, and ideological and political education is embodied in all courses. (Zhou, Z. Q., Guo, L.& Liu, Q., 2019a)

“Si-Zheng Ke-Cheng”: Traditional channel for ideological and political education

The Communist Party of China (hereinafter referred to as “CPC”) has always attached great importance to ideological and political work. It has been the good tradition and political advantage of the Party, and provides strong ideological guarantee and spiritual strength for the consolidation, development and prosperity of the cause of socialism. Ideological and political education has been an essential part and a distinctive characteristic of Chinese higher education. (Zhou, Z. Q., Guo, L.& Liu, Q., 2019b)

Traditionally, ideological and political theory education in higher education is carried out by “Si-Zheng Ke-Cheng”, the explicit ideological and political theory courses. To some extent, “Si-Zheng Ke-Cheng” was the main, even the sole, channel for ideological and political education. There have been many changes in the ideological and political theory course system in the more than 70 years since the founding of New China, but after the reform and opening up, the “05 plan” has gradually formed a relatively stable course system through the changes of the “85 plan” and the “98 plan”. In the “05 plan”, ideological and political theory courses for undergraduate education include four required courses and two elective courses. (Han, Z. F., Li, C. Y., 2019) The former includes *Introduction to the Basic Principles of Marxism, Introduction to Mao Zedong Thought and Socialism with Chinese Characteristics*, *Essentials of Chinese Modern History, and Ideological Moral Cultivation and Legal Basis*; the later includes *Situation and Policy* and *Contemporary World Economy and Politics*. They are core theoretical courses in higher education mainly introducing Marxism, Leninism, Mao Zedong Thought, Deng Xiaoping Theory, the Important Thought of Three Represents, Scientific View of Development, and Xi Jinping Thought on Socialism with Chinese Characteristics for the New Era was added to these courses after China had entered the New Era when the 18th National Congress of the CPC held in 2012.

In the new era, traditional “Si-Zheng Ke-Cheng” has encountered new challenges and problems. The blending and collision of diversified cultures and values imported by globalization inevitably lead to the formation and spread of various social trends of thought, which produce great impacts on the ideology, value orientation, faith and belief, and behavior orientation of people, especially young students. The single approach and monotonous form of traditional “Si-Zheng Ke-Cheng” instruction may weaken its attractiveness, educational effectiveness and value-guiding force. Ideological and political education needs to be strengthened, the educational effectiveness needs to be improved, and corresponding education and teaching reform is urgently needed. Thus, reform of “Ke-Cheng Si-Zheng” rises at this right moment to establish a comprehensive system of ideological and political education. (Zhou, Z. Q., Guo, L.& Liu, Q., 2019b)

"Ke-Cheng Si-Zheng": A Rising Reform in Chinese Higher Education

As mentioned above, the CPC has always attached great importance to ideological and political work, especially the ideological and political education in higher education. Several typical central documents concerning ideological and political education in higher education has been issued in the new century as following Table 1.

Table 1
Central Documents Concerning Ideological and Political Education in Chinese Higher Education in the New Century (2004-2020)

Issued Year and Body	**Title**	**Main Points**
In October 2004 by the CPC Central Committee and the State Council	*Opinions on Further Strengthening and Improving Ideological and Political Education on College Students*	It deeply analyzed the situation and task of ideological and political theory education on college students in China, fully expounded the guiding ideology, basic principles, basic requirements, main approaches and methods for strengthening and improving the ideological & political education on college students, and put forward clear requirements for the construction of ideological & political theoretical courses in colleges.
in January 2015 by the CPC Central Committee and the State Council	*Opinions on Further Strengthening and Improving Propaganda and Ideological Work in Colleges and Universities under the New Situation*	It emphasized that, ideological work is an extremely important task for the Party and the country; as the forefront of ideological work, colleges and universities shoulder the important task of studying, researching and propagating Marxism, task of cultivating and carrying forward socialist core values, and task of providing talent guarantee and intellectual support for realizing the great rejuvenation of the Chinese nation.
in February 2017 by the CPC Central Committee and the State Council	*Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation*	It emphasized that, strengthening and improving ideological and political work in colleges and universities is a major political task and a strategic project, as it concerns the fundamental issue of what kind of colleges and universities to run and how to run them, concerns the leadership of the Party over colleges and universities, and concerns the successors to the cause of socialism with Chinese characteristics.
in September 2017 by the CPC Central Committee and the State Council	*Opinions on Deepening Reform of the Educational System and Mechanism*	It emphasized the necessity of building an integrated moral education system that is led by the socialist core values.
in 2017 and 2018 by the Ministry of Education	*Implementation Program for Improving the Quality of Ideological and Political Work in Colleges and Universities* and *Some Opinions on Strengthening the Course Construction of "Situation and Policy" in Colleges and Universities in the New Era*	These two documents promoted the nationwide generalization of "Ke-Cheng Si-Zheng".
in May 2020 by the Ministry of	*Guiding Outline of Ideological and*	It aimed to integrate ideological and political theory education into the talent training system and comprehensively promote

Education	*Political Construction of Colleges and Universities*	the construction of "Ke-Cheng Si-Zheng" in colleges and universities, so as to give full play to the educating role of each course and improve the quality of talent training in colleges and universities.

For implementing the deployments of the CPC Central Committee concerning ideological and political education, Shanghai began its own exploration. In 2014, Shanghai comprehensive educational reform was launched, the mechanism arrangement and working system for "Ke-Cheng Si-Zheng" had formed, and the concept "Ke-Cheng Si-Zheng" was formally put forward. In 2016, Shanghai's advanced experience, whereof, ideological & political theoretical courses played the core role, comprehensive literacy courses served as the support, and specialized courses functioned as radiation, was incorporated into the No. 31 Central Document (Opinions on Strengthening and Improving Propaganda and Ideological Work in Colleges and Universities under the New Situation issued by the CPC Central Committee and the State Council in February 2017). In 2017, the connotation of "Ke-Cheng Si-Zheng" was incorporated into the document of Opinions on Deepening Reform of the Educational System and Mechanism issued by the CPC Central Committee and the State Council in September 2017, and "Ke-Cheng Si-Zheng" was thus promoted from local practice and exploration to a national strategic deployment. In 2018, the Ministry of Education issued Implementation Program for Improving the Quality of Ideological and Political Work in Colleges and Universities and Some Opinions on Strengthening the Course Construction of "Situation and Policy" in Colleges and Universities in the New Era, and then "Ke-Cheng Si-Zheng" began to generalize nationwide.

In a word, "Ke-Cheng Si-Zheng", as a result of Shanghai's local exploration to implement the central document concerning ideological and political education in higher education, was then accepted by the central government and finally promoted to generalize nationwide in 2018.

Essence: What exactly is "Ke-Cheng Si-Zheng"?

Although there is a relatively clear reform path from "Si-Zheng Ke-Cheng" to "Ke-Cheng Si-Zheng", no consensus on the definition of "Ke-Cheng Si-Zheng" has been reached in the academic and practical circles. There are several representative definitions of "Ke-Cheng Si-Zheng" as follows.

This first view holds that "Ke-Cheng Si-Zheng" is a type of courses, and compares it with "Si-Zheng Ke-Cheng", and thus emphasizes the relationship between "Ke-Cheng Si-Zheng" and "Si-Zheng Ke-Cheng". There are usually two situations in this argument: one is to clearly point out that "Si-Zheng Ke-Cheng" is a type of courses; the other is to not directly clarify its exact nature, but there is a certain relationship between "Ke-Cheng Si-Zheng" and "Si-Zheng Ke-Cheng". For example, the academic circle summarizes the relationship between "Si-Zheng Ke-Cheng" and "Si-Zheng Ke-Cheng" as "inclusion theory" and "supplementary theory". Inclusion theory believes that "the relationship between the two is an inclusive relationship" (Zhao J.W., 2018), that means that "Si-Zheng Ke-Cheng" is include in "Ke-Cheng Si-Zheng". Supplementary theory believes that the system of "Si-Zheng Ke-Cheng" always has its boundaries, which needs to be supplemented by "Ke-Cheng Si-Zheng". (Qiu R.F., 2018) Both regard "Ke-Cheng Si-Zheng" as a concept homogenous with "Si-Zheng Ke-Cheng". At the beginning of the exploration of "Ke-Cheng Si-Zheng", colleges and universities in Shanghai had launched a series of branded courses such as "Strategy of Great Powers", and the practice of "transforming 'Ke-Cheng Si-Zheng' into adding or opening a few more political courses" (He Y. H., 2019) is an example of taking it as a type of course.

The second view holds that “Ke-Cheng Si-Zheng” just is a type of “education concept”. (Gao D. Y., Zong A. D., 2017; Min H., 2017; Han X. Z., 2019). It contains two different meanings: one is the concept of curriculum setting, and the other is the concept of ideological and political theory education. The former focuses on “Ke-Cheng (courses)”, emphasizing that “courses carry ideological and political theory education”; the latter focuses on “Si-Zheng (ideological and political theory)”, focusing on ideological and political theory education is embodied in courses”.

The third is view holds that “Ke-Cheng Si-Zheng” is a type of method for “ideological and political theory education”. Some scholars (He Y. H., 2019) believe that “it is correct to regard ‘Ke-Cheng Si-Zheng’ as a ‘education concept’, but it may be problematic if it is only regarded as an education concept”, it is also a type of educational methods for “Ideological and political theory education” with scientific education concept. Here, the method is the core essence of “Ke-Cheng Si-Zheng”. Another scholar (Liu C. G., 2018) believes that “Ke-Cheng Si-Zheng” focuses on an educational method, compared with specialized ideological and political theory courses, “Ke-Cheng Si-Zheng” itself means using a more flexible educational method to carry out ideological and political theory education.

The fourth view holds that “Ke-Cheng Si-Zheng” is one type of teaching system. Different from the “course type theory” that regards “Ke-Cheng Si-Zheng” as a type of courses, the “teaching system theory” believes that “Ke-Cheng Si-Zheng” means the integration of the whole curriculum (all types of course) rather than the single setting of a certain type of course and it is a teaching system containing the goals of ideological and political theory education. (He H., 2017) The teaching system is based on its curriculum system, covering all courses in colleges and universities—including ideological and political theory courses, comprehensive literacy courses, and specialty-based courses in various departments. In addition to the curriculum system, the teaching system of “Ke-Cheng Si-Zheng” also includes corresponding educational plans or training programs.

The fifth view regards “Ke-Cheng Si-Zheng” as a type of the practical activities. “Ke-Cheng Si-Zheng” can be interpreted as the ideological and political theory education practice activities carried out by specialty-based courses and general courses, or the educational practice activities that embody ideological and political theory education into in specialty-based courses and general courses. (Zhao J. W., 2019)

The sixth view is the “multiple attributes theory”. This view holds that “Ke-Cheng Si-Zheng” has the above two and more attributes at the same time. Some scholars believe that “Ke-Cheng Si-Zheng” is not only a concept of ideological and political theory education, but also a method of it. (He Y. H., 2019) Some scholars believe that it is a new type of educational concepts and practical activities in the whole process of teaching activities based on the whole curriculum. (He H., 2017) The former refers to concept and method, while the latter refers to the triple attributes of concept, method and practice, both of which are typical “multiple attributes theory”.

To sum up, it reveals the attributes of “Ke-Cheng Si-Zheng” from different perspectives to regard “Ke-Cheng Si-Zheng” as one type of educational concepts, ideological and political theory education methods, or teaching systems, or practical activities, but it is misreading to treat it as a type of courses. It is often said in academic circles that “Si-Zheng Ke-Cheng” and “Ke-Cheng Si-Zheng” should go in the same direction and form a synergistic effect. Although “Si-Zheng Ke-Cheng” means “ideological and political theory courses”, “Ke-Cheng Si-Zheng” cannot be regarded equivalently as “various courses”. “Ke-Cheng Si-Zheng” is a beneficial exploration and measure that strives to achieve the unity of teaching knowledge and cultivating talents in the university education process, and ultimately points to the fundamental task of cultivating morality and cultivating people. It is not only the presentation of one new educational concept, but also an educational method for the whole teaching process including ideological and political theory education, and it is also a type of teaching systems and educational practice activities.

Boundary: Which Courses Require “Ke-Cheng Si-Zheng”?

“Ke-Cheng Si-Zheng” should be embodied in all courses, that is, to make all courses have both the realization conditions and content requirements of teaching knowledge and cultivating morality. In terms of presentation form, explicit and implicit educations should be integrated organically, and ideological and political theory education shall run through the whole process of higher education. In terms of the college curriculum types, not only comprehensive literacy courses but also specialty-based courses require “Ke-Cheng Si-Zheng”. The ideological and political theory course, as a key type of course in the comprehensive literacy courses that focuses on ideological and political education, is often listed separately. In Chinese Academic circle, it usually refers to ideological and political theory courses, comprehensive literacy courses and specialty-based courses as the trinity curriculum system of ideological and political theory education. The “Ke-Cheng Si-Zheng” of the three types of courses often show different role expectations and implementation priorities.

“Ke-Cheng Si-Zheng” must be embodied in Non-ideological and political theory courses

Non-ideological and political theory courses include comprehensive literacy courses and specialty-based courses. Comprehensive literacy courses are mainly used as the implementation carrier of general education. One of the reasons why comprehensive literacy courses must include “Ke-Cheng Si-Zheng” is that they have interoperability with ideological and political theory education in content. Some scholars have pointed out that the content of general education can be divided into broad and narrow senses. The general education in the broad sense includes all contents except specialty-based courses, and can divide into formal courses and implicit courses. The former can be divided into common compulsory courses and narrow general education courses. (Pang H. S., 2007) In this sense, the ideological and political theory courses, as one of the components of the common compulsory course, themselves have no differences with the general education courses. The second reason is that general education courses have the same ideological purpose as ideological and political theory education. The basic spirit of comprehensive literacy courses or general education courses is to cultivate the whole person, that is, a person with lofty vision, accommodating knowledge, liberal spirit and beautiful emotion. It is the part of the education as a member of the human race and as a citizen that the student receives in the whole process of education. (Yang C. M., 2004) It is similar to the goal and appeal of “Ke-Cheng Si-Zheng”, that is, they both pursue “the whole person” education, and then they seek to “become talents” education, and finally achieve to shape “a perfect man”.

Specialty-based courses are usually divided into philosophy & social science courses and natural science courses. The courses of philosophy & social sciences aim to reveal the various facts, internal structures and development laws of human social life, and study the basic and fundamental issues related to human development and social development. (Shi L. Y., 2018) They have a certain color of socialist ideology, so they put more emphasis on the awareness to hold the bottom line (Wan L. Y., Yao Y. Z., 2018), that is, the socialist ideology inherent in this type of curriculum is further highlighted and deepened in the process of “Ke-Cheng Si-Zheng”, especially when it involves the courses of western thoughts. It is even more necessary to strengthen the standpoint, viewpoint and method of Marxism, to insist on self-confidence in the road, theory, system and culture of socialism with Chinese characteristics. Natural science courses can be described as the courses with the least obvious ideology among all courses, they can also play an important role in cultivating the whole person. The focus of “Ke-Cheng Si-Zheng” in natural science courses lies in the scientific thinking that reflects the principles of Marxist philosophy, the scientific spirit of exploring science and pursuing truth, the great feeling of loving the motherland and serving the people, and the scientific ethics of using science to benefit mankind rather than destroy mankind. (Cheng G. Y., 2018) Fully exploiting the ideological and political elements of natural science courses and giving full play to the educating role of natural science courses are not “icing on the cake” for the function of cultivating talents. The two must be placed in an equally important position and either cannot be neglected. Without clear value guidance, education will only slip into a tool for skills training and personal interests; education without values is likely to cultivate anti-educational and anti-human “talents”. (Cui Y. L., Chen S. Y., 2017)

Ideological and political theory courses need more “Ke-Cheng Si-Zheng”

For a long time, the academic circles have often placed “Ke-Cheng Si-Zheng” and “Si-Zheng Ke-Cheng” in the same position. One of the results is the misunderstanding that “Ke-Cheng Si-Zheng” is only for comprehensive literacy courses and specialty-based courses. In fact, as an educational concept rather than a type of courses, the scope of “Ke-Cheng Si-Zheng” is not limited to the non-ideological and political theory courses, but also the “Si-Zheng Ke-Cheng” itself. Like other various courses, “Si-Zheng Ke-Cheng” are specific courses that implement the concept of “Ke-Cheng Si-Zheng” and give full play to the function of morality and cultivating the whole person. (Han X. Z., 2019)

There are two reasons why the ideological and political theory courses need more “Ke-Cheng Si-Zheng”. Firstly, it depends on the special status occupied by the ideological and political theory courses themselves. The special status of “Si-Zheng Ke-Cheng” is reflected in the fact that it is an irreplaceable key course for cultivating morality and cultivating the whole person, which is related to solving the fundamental issues of who to train, how to train them, and for whom to train them. (Tang J. L., Li S. C., 2019) Secondly, as mentioned above, the current teaching of “Si-Zheng Ke-Cheng” faces practical difficulties. The content of this type of courses is relatively outdated, and the absorption and elaboration of new ideas, new concepts and new propositions are not in place; the form of course teaching is too monotonous and the understanding and application of new media, new methods and new means are insufficient; the enthusiasm, initiative and creativity of teachers are not high enough.

Therefore, it is necessary to vigorously strengthen the construction of “course groups” of “Si-Zheng Ke-Cheng”. On the one hand, in accordance with the construction concept and requirements of “Da-Si-Zheng (big ideology and politics)”, we should highlight the leading and guiding role of Marxist theoretical disciplines, and strengthen their support force for the construction of “Si-Zheng Ke-Cheng”. On the other hand, we should actively explore the integration of “Si-Zheng Ke-Cheng” and philosophy & social science courses especially philosophy, political science, economics, law, ethics and other disciplines closely related to the four main ideological and political theory courses. In addition, it is also an important measure that cannot be ignored to effectively improve the teaching ability and teaching quality of ideological and political theory teachers.

Conclusion

As a rising reform in Chinese higher education in the New Era, “Ke-Cheng Si-Zheng” is to establish a comprehensive three-dimensional system of ideological and political theory education with all staff, whole process and all courses involved in.

It originated from Shanghai in 2014 and then promoted from local practice and exploration to a national strategic deployment in 2018. The academic circles have different understandings about the concept of “Ke-Cheng Si-Zheng” from different perspectives. It is regarded as one type of educational concepts, or ideological and political theory education methods, or teaching systems, or practical activities, but it is misreading to treat it as a type of courses. In fact, it is not only the presentation of one new educational concept, but also an educational method for the whole teaching process including ideological and political theory education, and it is also a type of teaching systems and educational practice activities.

In the teaching practice of higher education, “Ke-Cheng Si-Zheng” must be embodied in Non-ideological and political theory courses on the one hand. In other words, both comprehensive literacy courses and specialty-based courses should carry ideological and political education. On the other hand, ideological and political theory courses themselves, which have faced a great deal of practical difficulties, also need more “Ke-Cheng Si-Zheng”.

“Ke-Cheng Si-Zheng” enjoys clear historical background, urgent demand, firm policy support, and educators’ broad acceptance. With more and more attention by the officials, scholars and practitioners, it will have great development and will promote the ideological and political education to a new level.

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Tutorial Lessons in College Algebra for Students in System Technology Institute

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Abstract: *This study aimed to develop tutorial lessons in teaching college algebra to first year students in STI College Lipa with the end view of helping students to increase mathematics competence. This study employed the descriptive method of research using a teacher-made test to determine the performance of the students in college algebra. Research instrument items were based on the course syllabus of STI. Statistical tools used were frequency count, weighted mean, percentage, ranking and Kuder- Richardson Formula 20. The findings of the study revealed that 80 student-respondents had low performance in the given test with mean percentage of 68.81. This result indicated a low performance in the ten areas covered in the test. The highest mean percentage of 73.90 was in the topic Inequalities while low performance was found in Review of Elementary Algebra and Algebraic Expressions particularly in problem solving as presented in mean percentage of 62.19. Based on the findings of the study, tutorial lessons can be made to help the students overcome their difficulties in college algebra. Through teacher's encouragement, motivation and discipline, students will develop good study habits that are factors to academic success. Moreover, the school management has to address the concerns of the students especially those with learning difficulties so that they will have a guide in finishing their course. Provisions for adequate, updated and relevant instructional materials like the proposed tutorial lessons based on the needs of the students may be used in tutoring.*

Keywords: *tutorial lessons, college algebra, mathematics competence, tutoring guide*

I. INTRODUCTION

Mathematics is considered one of the major cores of cognitive learning. Starting the very first day that man learned to count, his mathematical journey already started. Considered to be as the oldest and earliest knowledge people acquire, Mathematics brings difficulties to the academic life of students. The National Achievement Test (NAT) is an annual examination administered to public and private schools throughout the country to determine the students' achievement level, strengths and weaknesses in the key subject areas. Based on the results of NAT administered by Department of Education's National Education on Testing and Research Center (NETRC) on March 2008, science and Mathematics were found to be the subjects with lowest performance for both elementary and high school students. Algebra, one of the Mathematics subjects taught in high school is also offered in college. It is part of Mathematics dealing with manipulation of expressions and solutions of equations. Since these operations are needed in all branches of mathematics, algebraic skill is a fundamental need. It is the foundation and the core of higher Mathematics because it supplies the language and patterns of reasoning used in other branches of Mathematics. Therefore, a weak foundation on this subject will cause difficulties in taking up related course. If the students revealed low performances in NAT, it follows that their performance in college algebra might also be affected.

For a variety of complex individual instructional reasons like lack of interest in numbers or the improper of resources in this subject, some students have trouble in attaining Mathematics competencies required for successful participation in school and society. As a result, they face the possibility of being undereducated and underprepared to face another higher mathematics course. Moreover, the success and failure of the learning process reflect also on the teachers' competence because they are the direct implementors. They must be creative enough to think of different techniques and strategies of teaching, where giving opportunities for the students to process, explore, enjoys and improve mathematical skills and achievement all at the same time are enhanced.

Since college Mathematics teaching nowadays is a dynamic activity involving imparting and imbibing of knowledge, it is an occasion for the teachers to draw upon their own resources and initiative so that their students will gain something from the experience of sitting in their classes. Fortunately, there are some doors open to them to increase the academic competence of students. Teacher can positively attain a higher level of literacy in mathematics through their ways of researching for the suitable instructional materials where student can motivate to like and love mathematics.

To teachers who advocate tutoring, they strongly believe that tutoring can help students learn at their own pace, learning style, and level of understanding. However, feedback and correction should be given immediately so that the remediation and enhancement activities can be given for the improvement of the student's mathematical competency. Basic understanding must also be quickly pointed out and identified to provide reinforcement activities. A more complex material can be introduced as soon as the learners are ready. Readiness is important in acquiring ninety percent accuracy in numerical competency. A number of methods like remedial teaching, Supplemental Instruction (SI) learning sessions and adjunct courses attached to high-risk core courses are being used to assist students. Similarly, tutoring can also be a help not only to obtain average performance, but also to excel in any subject like Mathematics. Tutoring sessions are structured so that tutors respond to the immediate academic needs of the students. The students approach tutors and ask for help with specific assignments or problems. The tutors respond by using instructional methodology associated with strategic tutoring whenever possible and appropriate. The tutoring session are mentoring opportunity which will guide the student through goal setting and action-planning activity.

Throughout their school careers, mathematics remains a mystery for most students. As one of the Mathematics instructors in STI College Lipa, she observed that some students found it hard to cope with college algebra. Possible reasons are the absence of entrance examination, revision of courseware in algebra and use only of prescribed college algebra book published by STI (2001). It is imperative for students to have a better understanding in college algebra since this is the foundation of other higher mathematics course. In response to the said problem, STI Central informed the dean that a study about tutorial assistance be done considering the need to help the students in their mathematics difficulties and to help STI in its desire to improve its delivery of instruction to the students, the researcher was motivated to conduct the study. It was due to these reasons, that the researcher being a mathematics instructor of STI College Lipa was challenged to formulate a tutoring guide in teaching college algebra for the first year college students.

This study aimed to develop lessons for tutorial assistance in teaching Mathematics to first year college students in STI College Lipa with the end view of helping students to increase their mathematics competence.

Specifically, this study sought answers to the following questions:

1. What is the performance of students in College Algebra test covering the following topics:
    a. Review of Elementary Algebra and Algebraic Expressions;

b. Special Products and Factoring;
c. Rational Expressions;
d. Functions and Relations;
e. Linear Equations;
f. Radicals;
g. Quadratic Equations;
h. Inequalities;
i. Variations; and
j. Progressions?

2. In what topic did the students perform relatively low?
3. What appears to be the difficulties of students in college algebra?
4. What tutorial lessons may be proposed to improve the over-all performance of students in college algebra?

II. RELATED LITERATURE

Boo (2007) studied learning style and academic performance in trigonometry of computer students in Sta. Teresa College as a basis for developing dynamic ways of conducting mathematics lectures. She found out that there were significant relationships and positive correlation between academic performance in trigonometry and students' learning styles.

Luna (2006) found out that the students who took Supervised Tutoring had an overall higher success rate than those who did not take this subject. Specifically, those who enrolled in pre-collegiate classes and took Supervised Tutoring had a success rate of 70.8 percent versus those who did not take and got only 59.4 percent. Pre- collegiate basic skills students seemed to benefit most significantly from tutoring compared to those who did not seek the service. Younger students benefited the most from tutoring as well.

Magnaye, Gelera and Cantos (2005) in their study about performance and critical thinking through mathematical problem solving in algebra revealed that there was significant relationship between the level of performance and critical thinking. Performance, according to the study depended on the level of critical thinking of the students. The study recommended the improvement of the level of performance and critical thinking of the students by increasing the students' vocabulary in mathematics, giving students different practical problems to be solved. Teachers must know the mental abilities of the students since performance in algebra depends on critical thinking and teachers should take it upon themselves to upgrade schemes on various teaching strategies to develop critical thinking of students.

Lazaro (2002) conducted a study on the effects of peer tutoring on the achievement and attitudes of students toward chemistry as a subject, participated by selected freshman college students. Achievement test was measured using a 50- item multiple-choice test given before and after the peer-tutoring program, which resulted to a higher mean score of the pretest and posttest among the experimental group as compared to the control group. Using a questionnaire, the tutees were evaluated, and it was found out that the students had a positive attitude towards peer tutoring. In peer tutoring, a cooperative rather than a competitive climate was observed, students felt confident to raise questions and they were not hesitant to voice their difficulties.

Alexander (2004) found out in her study that personality preferences were related to the perceptions of students who experienced tutorial learning services. She perceived tutoring to be an environment that allows a student to enjoy learning while in an atmosphere of structure and discipline. Thirty-two students voluntarily participated in in-depth interviews to construct participant profiles and to generate themes. The participants' perceptions of their tutoring experiences were positive. Using experimental method, Montero (1999) studied the effectiveness of students' peer teaching activities compared with the traditional lecture demonstration technique in teaching. The pretest and posttest were administered to both experimental and control groups. Students in the experimental section performed the lesson in small groups of five students; there was no grouping in the control section, however, both groups were taught by the same teacher. As expected, a better student interaction was observed in experimental classes in each of the two lessons although it took longer time for the students to complete the lesson. It recommended that studies related to this research be made and evaluation instrument be validated for improvement.

The study of Malsi (1998) found out that the poor performance of students in science were due to lack of science books and visual aids, and absence of laboratories where students could work and the limited time allotment for making science projects. In addition, Lacambra (1997) pointed out that use of instructional modules was effective and helpful in teaching physics. His study, which focused on instructional materials and enrichment activities showed that with the use of modules, students tend to achieve higher scores in physics.

The present study was also conducted to develop tutorial lessons in College Algebra for the students in STI Lipa. However, few studies were found in the literature in which this comparison was made. Some writers compared the effects of tutorial assistance with those produced by traditional lecture style while other researchers used the proposed tutorial lessons based on the result of the teacher made-test.

The study of Boo (2007) emphasized the significance of knowing students' learning styles for the teachers to adopt their teaching styles and that academic performance was significantly related to their learning styles. The present study was similar because the respondents were both college students and aimed to get the academic performance of students needed for the development of lessons in mathematics. However, this study is different from the cited study because its focus was in determining the relationship of learning styles and performance in trigonometry.

About the method used in assisting students, the study of Luna was similar to the present study for it is all about tutoring students; the differences were that Luna's (2006) study was conducted abroad and included high school students as respondents. This study focused only on first year college students of STI Lipa, Philippines. Moreover, experimental method was used by Luna while the researcher used the descriptive method of research.

On the other hand, the study of Magnaye, Gelera and Cantos (2005) used mathematical problem-solving instruments to determine the relationship between critical thinking and level of performance, while the present study used teacher-made test covering all topics in college algebra. This was similar to the present study because it also focused on the performance of students on algebra. The present study was different in that it dealt on tutorial assistance. Montero examined whether peer teaching helped students perform better than traditional lectures, while the present study was more on conducting tutorial lessons that will help the learner.

The study of Alexander focused on the relationship between personality preferences and perceptions of students who have experienced tutorial learning services. He perceived tutoring to be an environment that allows a student to enjoy learning while in an atmosphere of structure and discipline. Hence, it bears semblance with the present study although each of the studies was conducted at different research locale.

The study of Malsi (1998) and Lacambra (1997) focused on the effectiveness of instructional methods, strategies, instructional materials and the like, while the present study developed tutorial lessons as results of poor performance in the test. The present study was different from those because it is experimental research and did not use variables like teaching strategies, instructional materials and teaching modules.

These studies were not exactly parallel to the researcher's study but then they served as guides and bases to prove that instructional materials can be considered as one means using tutorial assistance in improving the academic performance of students. As this study was not similar in its entirety to all the other reviewed studies, it can be said that this study has its own distinct personality and is therefore not a duplication of any of the cited studies.

III. METHODOLOGY

Research Design

The main purpose of the study was to design a lesson for tutorial assistance in college algebra for first year students in STI College Lipa in the first semester of school year 2007-2008. To achieve the purpose, the descriptive research design was used with a teacher made-test as instrument to find out the strength and weaknesses of the respondents in particular topics in college algebra. Best (1999) described the descriptive research as suitable for investigation to gather information about the present conditions of relationships that existed, practices that prevailed, beliefs and processes that were going on, effects that were being felt, or trends that were developing. A teacher-made test which included review of elementary algebra, algebraic expression, special products, factoring and rational expression until the topic about progressions was conducted to 80 samples of students in STI Lipa.

Subjects of the Study

The subjects of the study were taken from the total population of 160 freshman students of STI College Lipa enrolled in college algebra during the first semester of school year 2007-2008. The subjects were 50 percent of the total population determined through stratified random sampling. Eighty members were gathered from different sections of first year students of STI. Ten students from each section randomly selected through lottery method served as respondents. According to Yule and Kendall (1990), a sample must be adequate in size in order to be reliable.

Data Gathering Instrument

A teacher made test was utilized in order to gain data for the study.

1. Construction of the teacher made test

The scope and sequence that were used in planning the test in college algebra were framed using the objectives from the learning competencies and the time budget that were listed in the course syllabus made by STI. The preliminary draft covering 50-item test was constructed following the guidelines of test construction by Ebel and Frisbie (1986). The test items covered ten topics and were distributed according to the skills reflected in the Table of specifications (TOS). It is a multiple-choice type of tests, which came from the test bank, instructor's guide, student's handouts and college algebra book published by STI. Before the actual tryout, a pilot testing was conducted to the researcher's co- instructors to test the clarity of expression. Suggestions given by them in the pilot try-out were incorporated in the test.

2. Validation of teacher made test

For the first tryout, the test, which consisted of 75 items was given to 25 students who had taken college algebra. The allotted time was one and a half hours. After checking the test, item analysis was done using the U-L Index Method by Stocklein to interpret the index of difficulty and index of discrimination as suggested by Ebel and Frisbie (1986).

Difficulty Index	Interpretation
0.91 - 1.00	It is very easy, discard the item.
0.76 - 0.90	It is easy, limited in acceptability.
0.26 - 0.75	It is moderately difficult, accept the item.
0.11 - 0.25	Item is difficult, limited acceptability.
0 - 0. 10	Very difficult item, revise or discard the item.

Index of Discrimination	Interpretation
Below 0.2	Reject or revise
0.2 – 0.29	Marginal items
0.3 – 0.39	Reasonably good items
0.4 and up	Very good items

After analyzing the results of the first try out, 45 test items were retained, 11 numbers were rejected and 16 test items were revised for improvement. Selected items were revised and the second tryout was done to a new set of samples. Items were subjected for analysis to find out if the 16 test items revised were improved in terms of difficulty index and discrimination index. Five out of sixteen items were included in the first 45 test items considering the number of items listed in the TOS. Fifty items were obtained after the item analysis.

In order to test the reliability and validity of the constructed teacher-made test, the researcher presented the test questions to some Mathematics professors in Batangas State University. Suggestions were incorporated in the test for its final revision. In order to get the reliability coefficient of 0.96, Kuder-Richardson Formula 20 was used to the 50 item tests to determine high internal consistency of test items.

3. Scoring of teacher-made test

In order to interpret the level of performance of the students in the test, the percentage of scores was grouped as follows.

Percentage	Verbal Interpretation
91 – 100	Very high
81 – 9	High
71 – 80	Average
61 – 70	Low
50 – 60	Very low

4. Development of tutorial lessons

The researcher herself who happened to be a Mathematics instructor tried to find out the level of difficulty of the subject matter being taught to first year college students. Based on the result of the teacher-made test, there were some topics in College Algebra which were very difficult to understand for the students. Using the prepared syllabus of STI College Lipa, the researcher found out that the said topics could be developed as tutorial lessons. It was based on the topics that the students encountered difficulties. The topics included review of elementary algebra and algebraic expressions, special products and factoring, radicals, quadratic equations, and progressions.

Different Mathematics references such as STI College Algebra book and other related sources were used by the researcher. According to Lardizabal (1991), one way of showing teacher's creativity is to avail himself of unlimited supplies of other materials instead of depending on one textbook. The tutorial lessons were divided into seven topics. Each topic had its general objective, specific objectives, time frame, learning concepts, style of tutoring, process of tutoring, time allotment and exercise to be solved.

Data Gathering Procedures

The researcher asked the approval of the College Administrator and Dean of STI College Lipa to conduct the study. With the permission granted, the administration of test on college algebra was done.

1. Administration of teacher made test

The researcher distributed and administered the test to the respective respondents in one classroom. The time allotted for each test was 1 ½ hours. The researcher administered and retrieved the test soon after the given time. The scores of students were computed and tabulated to find out in what topics the students showed strengths and weaknesses.

2. Statistical Treatment

Tabulated responses were analyzed using the following statistical tools.
Frequency count. This was used to determine the number of responses for each item.
Percentage. This was used to determine the magnitude of the frequency in relation to the whole or total responses.
Ranking. This was used to determine the positional importance of responses.
Mean. This was used to determine the average score of the students in the teacher made test.
Standard Deviation. This was used to determine the variation of scores of students in the teacher made
test results with respect to the mean score.
Kuder- Richardson Formula 20. This was used to determine the level of difficulty of the test items.

IV. RESULTS AND DISCUSSION

1. Performance of Students in Mathematics in Ten Topics Based on the Teacher-made Test

Performance of Students in College Algebra Test covering the Ten Topics Performance assessment is a measurement of achievement which in this study was carried out using teacher-made test. The performance of the students is revealed in the ten tables to illustrate the students' accomplishment.

1.1 Review of Elementary Algebra and Algebraic Expressions. It covers the subtopics real numbers, operations on signed numbers, properties of real numbers, basic concept on algebraic expressions and laws of exponents. Table 1 presents the level of performance of the students in the topic Review of Elementary Algebra and Algebraic Expressions.

Table 1
Performance of Students in College Algebra Test covering Review of Elementary Algebra and Algebraic Expressions

Level of Performance (Percentage)	Frequency	Percentage	Rank
Very High (90-100)	0	0	5
High (80-89)	1	1	4
Average (70-79)	10	12	3
Low (60-69)	26	33	2

Very Low (50-59)	43	54	1
Total	80	100	

It can be seen from the table that 54 percent of the 80 respondents had very low level of performance in the test followed by 33 percent of students who had low level performance. There were 12 percent of the respondents with average level of performance while one percent had high level performance. No one of the respondents attained the very high level of performance.

As based on the results respondents found the test items seemingly difficult. This happened because the students exhibited low familiarity on basic properties of real numbers, lack of understanding on the definition of irrational numbers, getting the multiplicative inverse, dividing polynomial and simplify series of operations.

To develop intellectual skills, Gagne believed that learning requires more amount of practice to have a building process. Lower-level skills provide necessary foundation for higher-level ones. He asserted that teachers must make sure that the students have all prerequisite skills and the order, which they be taught.

1.2 **Special Products and Factoring.** Factoring is the inverse process of special products. In this topic, different type of products and factoring were included. Table 2 shows the performance of students in the topic, Special Products and Factoring.

Table 2
Performance of Students in College Algebra Test covering Special Products and Factoring

Level of Performance (Percentage)	Frequency	Percentage	Rank
Very High (90-100)	1	1	5
High (80-89)	11	14	3
Average (70-79)	8	10	4
Low (60-69)	42	53	1
Very Low (50-59)	18	22	2
Total	80	100	

Eight questions were formulated in this topic. Out of 80 respondents, 50 percent had low level of performance followed by 22 percent were those students with very low-level performance. Compared to the first topic, only 10 percent had an average level and 14 percent showed high level performance. In this topic, only one percent equivalent to one student attained a very high level of performance.

As revealed in the figures, the performance of the students with respect to special product and factoring was not that good because majority had low and very low levels of performance. Many students were confused on getting the middle term of a perfect trinomial square, applying laws of exponents, getting the products of two trinomials. They also lacked knowledge in factoring and the procedure in completing the square.

In such difficulties, Ornstein (1990) suggested that practice and drill method can be employed to students who still lack basic skills on knowledge of academic subject matter before asking them to move on to other tasks or transfer their learning to a new situation.

1.3 **Rational Expressions.** Another topic included in the study was about rational expressions. It is an algebraic expression, which can be represented as a quotient of two polynomials. It involves terms of fractions, addition and subtraction of fraction. Table 3 shows the level of performance of students in college algebra test covering rational expressions.

Table 3
Performance of Students in College Algebra test covering Rational Expressions

Level of Performance (Percentage)	Frequency	Percentage	Rank
Very High (90-100)	3	4	4
High (80-89)	14	18	3
Average (70-79)	0	0	5
Low (60-69)	30	37	2
Very Low (50-59)	33	41	1
Total	80	100	

As shown in the table, most or 41 percent of the respondents had very low performance, followed by 37 percent with low level performance. Students with very high performance were ranked fourth. Nobody had average performance. Some possible reasons for these low performances were the inability of the students to get the least common denominator of rational expressions and simplifying fractional expressions.

As this meant inaccuracy in numbers, Ornstein (1990) mentioned that inaccuracy in arithmetic is costly and embarrassing. Inability to use the four fundamental processes of arithmetic accurately and lack of reasonable skills in fractions may seriously jeopardize future school and vocational success. Focus and concentrations as well as basic knowledge of fundamental processes are a must.

1.4 **Functions and Relations.** Items included in college algebra test were the kinds of functions and operations on functions. Table 4 presents the performance of the respondents in the topic, Functions and Relations.

Table 4
Performance of Students in College Algebra Test covering Functions and Relations

Level of Performance (Percentage)	Frequency	Percentage	Rank
Very High (90-100)	7	9	4
High (80-89)	23	29	2
Average (70-79)	0	0	5
Low (60-69)	28	35	1
Very Low (50-59)	22	27	3
Total	80	100	

Out of 80 respondents, 35 percent had low level performance while 29 percent had high level performance. Students with very low-level performance were 27 percent. Fourth in rank were the students with very high-level performance with nine percent of respondents.

As could be noted from the result, more than 50 percent of the respondents had low and very low performances Students may not be able to recall how to evaluate functions especially on composition of functions and to describe the domain of the function in each equation.

Relation is a set of ordered pairs while function is a set of ordered pairs (x,y) such that no two ordered pairs have the same first element. Items included in the college algebra test were the kinds of functions and operations on functions. Interestingly, the concept of a function is basic and of great importance in pure and applied mathematics. Evidently, the students did not have clear understanding of functions.

This idea conformed to Angel (2001) about teachers and other mathematics educators' beliefs that students learn more effectively when they are interested on what they learn. Therefore, continued attention be directed toward creating and reinforcing positive attitudes.

1.5 **Linear Equations.** In this topic, the respondents were asked to solve linear equation in one and two or more unknowns involving problem solving**.** Table 5 presents the level of performance of the students in the topic linear equations.

Table 5
Performance of Students in College Algebra Test covering Linear Equations

Level of Performance (Percentage)	Frequency	Percentage	Rank
Very High (90-100)	3	4	5
High (80-89)	19	24	3
Average (70-79)	18	22	4
Low (60-69)	20	25	1.5
Very Low (50-59)	20	25	1.5
Total	80	100	

It can be observed from the table that 25 percent each from the 80 respondents got low and very low performances followed by 24 percent who had high level of performance and another 22 percent of the respondents with average level performance. Only about four percent of the respondents had very high level of performance.

As could be noted from the results, 50 percent of the students attained the average, high, and very high level of performance. These values reflect average performance on test results. Familiarization on the test question or students' mastery on this topic might have contributed to this achievement.

Goldstein and Levin (1987) asserted that the student must be trained to apply discovery approach method to maintain or achieve better performance on a test. For them, it is better for students to learn how to get the answer than give the right solution to the problem. In addition to this, Lardizabal (1991) conformed that if all problems in mathematics will be solved through the discovery method, students will find mathematics a very interesting and enjoyable subject.

1.6 **Radicals.** Radicals are most used in writing formulas. One of the examples is $\frac{V}{v} = \frac{\sqrt{H}}{\sqrt{h}}$ which gives the relation of the velocities of a bouncing ball after the first bounce velocity V of height H and after the second bounce velocity v of height h. Items in the college algebra test which measured the respondents' ability to do so included questions from operations on radicals. Table 6 shows the frequency distribution based on the performance of students in the test about radicals.

Table 6
Performance of Students in College Algebra Test covering Radicals

Level of Performance (Percentage)	Frequency	Percentage	Rank
Very High (90-100)	9	11	3
High (80-89)	0	0	4.5
Average (70-79)	29	36	2
Low (60-69)	0	0	4.5
Very Low (50-59)	42	53	1
Total	80	100	

Out of 80 respondents, 53 percent had a very low level of performance followed by 36 percent students with average performance. Eleven percent of respondents had very high level of percentage. On the other hand, no one showed low and very low-level performances.

As revealed in the figures, the performance of the students with respect to this test was not good because more than half of the respondents obtained very low performance. Based on the results, what students lacked were understanding lessons in radicals. Students found it hard to multiply radical expressions.

Birkey and Todman (2005) asserted that the key in getting and keeping students actively involved in learning lies in understanding learning preferences which can positively or negatively influence a student's performance. They mentioned that the most important thing a teacher can do is to be aware that there are diverse learning styles in the student population.

1.7 **Quadratic Equations.** A quadratic equation with one unknown is one in which the highest power of the unknown occurring is two. It can be solved in at least three ways namely: solution by factoring, solution by completing the square, and solution by quadratic formula. Table 7 presents the performance of the students on the topic, Quadratic Equations.

Table 7
Performance of Students in College Algebra Test covering Quadratic Equations

Level of Performance (Percentage)	Frequency	Percentage	Rank
Very High (90-100)	3	4	5
High (80-89)	8	10	4
Average (70-79)	21	26	3
Low (60-69)	22	27	2
Very Low (50-59)	26	33	1
Total	80	100	

It can be noticed from the table that 33 percent of the respondents had very low performance followed by 27 percent students with low performance. Third in rank with average level of performance was represented by 26 percent. Students with high and very high levels had percentages of 10 and 4, respectively.

As revealed from the table, students could have found this topic seemingly hard because of some worded problems included in the test. Students found it hard to analyze problem solving and translate the worded problem into an equation.

The ability to solve problems is a basic life skill and essential to understanding technical subjects. Sasketchawan Education (2002) cited that there are several reasons why students often fail to reach a satisfactory level of proficiency in problem solving. Students frequently suffer from fears and anxieties; especially fear or failure that hampers their efforts to solve problems. Bloom suggested that teachers must be aware of how their students process information and what strategies they use to solve the problems. He also added that teachers must accept their ways of solving problems if the answer is the same and accurate.

1.8 **Inequalities.** Inequalities are often used instead of equations to express practical results. The subtopics included in this lesson were fundamental properties of inequalities, solutions of inequalities, and linear inequalities. Table 8 shows the level of students' performance on the topic inequalities.

Table 8
Performance of Students in College Algebra Test covering Inequalities

Level of Performance (Percentage)	Frequency	Percentage	Rank
Very High (90-100)	2	2	5
High (80-89)	14	18	2
Average (70-79)	45	56	1
Low (60-69)	13	16	3
Very Low (50-59)	6	8	4
Total	80	100	

As shown in the table, most or 56 percent of the respondents had average level of performance followed by 18 percent of students with high level and two percent with very high level. This only means that the students found it easier to answer problems about inequalities since only 24 percent had low and very low performances. As revealed in the figure, students' score in this topic reflected a better performance.

In a way, the students' and motivation could have affected students' performance. According to Bandura this can happen, when test results are important to the students' academic performance. Similarly, Lupdag (1993) stressed that when a teacher motivates his class, he does to improve learning as shown in the academic performance of his students.

Another reason is the learning style of the students. According to Gardner (1998), when students become involved with their academic studies, they extend more mental energy, and this significantly enhances the learning process. He also added that learning process has much to do with student's knowledge of study skills and learning styles.

1.9 **Variations.** One of the most important and useful ideas in mathematics is the idea that two variables may be related to each other in such a way that, if one of the quantities increases or decreases, the other quantity also increases or decreases in a definite way. This idea is called variation. In this topic, it involved ratio and proportion and type of variation. Table 9 presents the level of performance of students on the topic, Variations.

Table 9
Performance of Students in College Algebra Test covering Variations

Level of Performance (Percentage)	Frequency	Percentage	Rank
Very High (90-100)	4	5	5
High (80-89)	8	10	4
Average (70-79)	20	25	2
Low (60-69)	30	38	1
Very Low (50-59)	18	22	3
Total	80	100	

Among 80 respondents, 38 percent had low level performance while 27 percent of students had very low performance ranging from 50 to 59 scores. Respondents with average performance were 25 percent. Students with very high and high performances were ranked fourth and fifth obtaining eight and five, percentages, respectively.

As further revealed in the table, the level of performance was quite low, just as the findings of Malsi (1998), which revealed poor performance of the students in the given test. He cited that some reasons for this result were due to lack of references where students could use and limited time allotment for discussions

Lacambra (1997) suggested to use instructional materials like modules or lessons because these were found out to be effective and helpful in the teaching –learning process. In addition, Ornstein also pointed out that practice material should provide a progressive continuity between learning tasks.

1.10 **Progressions.** Many situations in the field of science and mathematics involve numbers arranged in a definite order or sequence which are related to each other such as minutes in an hour, successive powers of 10, squares of integers and others. A sequence or progression is a set of numbers written in a special order by the application of a definite rule. Items in the college algebra test that measured the topic about progressions were questions about arithmetic sequence, geometric sequence and harmonic sequence. Table 10 presents the last topic about progressions.

Table 10
Performance of Students in College Algebra Test covering Progressions

Level of Performance (Percentage)	Frequency	Percentage	Rank
Very High (90-100)	6	8	4
High (80-89)	4	5	5
Average (70-79)	20	25	3
Low (60-69)	28	35	1
Very Low (50-59)	22	27	2
Total	80	100	

Out of 80 respondents, 35 percent showed low level performance followed by 27 percent of students with very low-level performance. Third in rank was 25 percent of students with average level performance followed by eight percent of students with very high level. There were five percent of the respondents with high level percentage equivalent to four students.

As the figures show, the students' performance on the test was low. Students could not determine which is the harmonic sequence and its meaning. Moreover, some students lacked mastery on different formulas to be used in solving questions related to progression. The results indicated that students were weak in formulas and mathematics vocabulary.

Magnaye, Gelera and Cantos (2005) addressed that students' performance can be improved by increasing the students' vocabulary in mathematics and giving students practical problems to be solved. Blackmore also suggested that educators can aid the learning process through varied learning styles appropriate to students' needs. Upcraft (1989) and Stewart (2005) agreed that tutoring process can be an essential aid to the institution's enhancement of both intellectual and social skills. For them, the role of tutoring gives students an opportunity to gain confidence with the help of tutors. Table 11 shows the summary of the overall performance of students in the given college algebra test.

Table 11
Over-all Performance of Students in the Given College Algebra Test

Level of Performance (Percentage)	Frequency	Percentage	Rank
Very High (90-100)	0	0	5
High (80-89)	6	8	3
Average (70-79)	24	30	2
Low (60-69)	45	56	1
Very Low (50-59)	5	6	4
Total	80	100	

The overall performance presents the summary of performance of students in the learning area. The level of academic performance of students is a means of determining the strengths and weaknesses on the topics on a certain curriculum.

It can be observed from the table, that the highest frequency of the respondents was on the students with equivalent percentage ranging from 60-69 which corresponded to 56 percent of the total respondents. This value shows that majority of the respondents had low level of performance. Also, 30 percent of students were average performers, eight percent of the respondents were very high performers, but six percent still performed very low. No one obtained very high level of performance.

There could be factors on this very low performance. Some factors are the weak foundation in mathematics in high school, lack of interest on the subject, lack of motivation to learn on the part of the teacher, lack of student assistance on the part of the school, family problems and others. Also, the absence of entrance examination may be instrumental to poor student performance. Thus, such entrance test should be implemented in order to diagnose students' capability of taking a course.

2. Topics where Students Performed Relatively Low

Teachers must first determine students' strengths and weaknesses to meet the needs of learning mathematics. The test results of such evaluation can be used to development of students' instructional materials, to group students for instruction and to decide for remedial teaching. Evaluation of students' performance is a useful tool in diagnosis, especially when teacher wants to analyze how the learner reached an answer (Reys, 1995). Table 12 summarizes the topics where the students performed relatively low in the given test.

Table 12
Topics in College Algebra where Students Performed Relatively Low

Topics	Mean Percentage	Verbal Interpretation	Standard Deviation	Rank
1 Review of Elementary Algebra and Algebraic Expressions	62.19	Low	7.84	1
2 Special Products and Factoring	66.95	Low	10.34	4
3 Rational Expressions	63.96	Low	14.14	2
4 Radicals	64.69	Low	17.20	3
5 Quadratic Equations	68.33	Low	10.05	5
6 Variations	69.48	Low	9.65	6
7 Progressions	68.65	Low	10.38	7
Over-all	68.81	Low	6.52	

It can be gleaned from the table that the students showed their lowest performance on the topic Review of Elementary Algebra and Algebraic Expressions. This topic had the lowest computed mean percentage of 62.19 with standard deviation of 7.84. This is supposed to be one of the easiest of all the topics because it deals only on reviewed lesson like real numbers, signed numbers and properties of real number. Some factors for this low achievement are lack of patience in getting the answer and the time allotment in completing the task as what Lacambra (1997) cited.

It can also be noted that the students had low performance on the topic Rational Expressions which ranked second with computed mean percentage of only 63.96 and standard deviation of 14.14. Lack of basic mathematical skills could be one reasons for the low performance on this topic. Bucu (1994) asserted that students must be encouraged to think for themselves, thus developing self-reliance. Moreover, he also mentioned that one of the best means of training students in mathematics is through discovery approach.

On the topic Radicals, the students also performed low as shown in mean percentage of 64.69 and standard deviation of 17.20. Most of the students forgot the rule in the operations of radicals. As what Ornstein (1990) pointed out, students must have a practice and drill in order to master the lesson and acquire many basic skills while doing the mathematical problems.

Students also performed low in Special Product and Factoring, Quadratic Equations, Progressions and Variations as shown in percentages ranging from 66.95 - 69.48 and standard deviation ranging from 9.65- 10.34.

What might have contributed to the students' low performance in college algebra may be related to the inadequacy of instructional materials like modules and time allotment as pointed out by Boiser (2004) and Malsi (1998). Lardizabal (1991) asserted to the use of guided discovery for the students who are rather slow. Ideally, students may be taught to improvise their own methods of discovery, but the teacher must teach them how. There is also a need to communicate mathematical concepts precisely in the proper inductive sequence and at a level consistent with the students' abilities.

3. Difficulties of the Students in College Algebra

Students encountered difficulties in college algebra because they had inability to perform multistep procedures, to form new questions and to analyze new situations. They did not remember the proper methods to be used so as with the necessary skills on factoring, completing the square and getting the least common denominator of rational expressions. They had also difficulty in recalling formulas and important terms such as arithmetic sequence, geometric and harmonic progressions. In problem solving, student found it hard to translate word problems into a quadratic equation.

4. Tutorial Lessons in Teaching College Algebra

As the educator found out the needs of tutorial assistance in subject like College Algebra, lessons for tutorial assistance were developed for first year college students in STI-Lipa. The tutorial lessons covered the following topics: Review of Elementary Algebra and Algebraic Expressions, Special Product and Factoring, Rational Expressions, Functions and Relations, Linear Equations, Radicals, Quadratic Equations, Inequalities, Variation, and Progressions. Appropriate number of subtopics was included in each topic. With the help of these tutorial lessons, it is expected that tutor will be able to provide guidance and assistance to students in learning college algebra.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the results, the following conclusions are drawn:

1. Generally, the students manifest low performance in the teacher-made college algebra test.
2. Of the ten topics, the students have average performance on Functions and Relations, Linear Equations, Inequalities and very low performance in the remaining topics.
3. The students have difficulties on the topics Review of Elementary Algebra and Algebraic Expressions, Rational Expressions and Radicals.
4. The proposed tutorial lessons make good use of behavioral objectives in consonance with accepted tutorial guide.

The findings and conclusions paved the way for the following recommendations.

1. The developed lessons for tutorial assistance in mathematics may be tried out for validation.
2. The validated lessons for college algebra may be used in tutoring first year students to determine their usefulness.
3. A parallel study on tutorial assistance can be conducted in other Mathematics courses.

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Competency-Based Supplementary Instructional Modules in Computer-Aided Drawings (CAD) in Selected Schools in Batangas

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Abstract: *Several challenges have been raised years after the new curriculum has been institutionalized like the readiness of the teachers, and insufficiency of learning resources and materials. With that, the researcher explored the experience, challenges, and supports needed by eight (8) teachers in teaching Computer-Aided Drawings (CAD) in some public secondary schools in Batangas through a qualitative inquiry using in-depth, face-to-face structured interviews with an end in mind of developing an instructional learning module. Results indicated that among the challenges of drafting teachers are lacking and unavailability of drafting materials, learning spaces and computer units with licensed AutoCAD software, as majority of them are using unlicensed software. Teachers admitted that they are using their own salary to procure materials and even solicit financial support from their friends. Additionally, the availability of adequate, DepEd curriculum-aligned, and updated learning materials in the teaching of the subject was also found as one of their problems. However, despite these shortcomings, it was concluded that some teachers are providing alternatives in an attempt to deliver quality CAD instruction, they agreed that they find it difficult to teach the subject without proper equipment and learning modules. Majority of the students exiting the program passes the competency assessment of TESDA, making them eligible for national certificates. However, some schools are not submitting their students for competency assessment with a fear of failing due to lack of complete and adequate training.*

Keywords: *Computer-Aided Drawings (CAD), Information and Communications Technology, Technology and Livelihood Education, Technical Drafting, Learning Modules Development*

I. INTRODUCTION

Quality education fundamentally contributes in the production of quality human resources who are able and competent to work towards the furtherance and sustainability of the national development. These human resources deliver professional and technical knowledge to the societies, represent the country's workforce, and signify the strength and assets of the nation.

In the Philippines, the education system aims to provide for a broad general education that will assist each individual in society to attain his/her potential as a human being and enhance the range and quality of the individual and the group. (Education Act of 1982, section 4). The Philippine government guarantees equal and accessible education at all levels. The support of the national government from elementary, secondary and tertiary education is noticeable as much higher budgetary allocation is given to education. President Aquino's signage of the Republic Act 10533 otherwise known as the "Enhanced Basic Education Act of 2013" or the K-12 Program last May 15, 2013 connotes the country's biggest educational reform. This aims to enhance learners' basic skills, produce competent citizens, and prepare graduates for lifelong learning and employment. This highlights the universal Kindergarten, additional two years in the Senior High School and strengthening the learning areas by introducing tracks chosen by the students (i.e. Academic; Technical-Vocational; and Sports and Arts), undergoing immersion, which provides relevant exposure and actual experience in their chosen track and many others are some of its features.

This hopefully will solve issues pertaining to unemployment, underemployment and job mismatched of our graduates is also the concern for this program. Technology-Livelihood-Vocational Track, one of the tracks offered under the K-12 Curriculum, covers four major areas namely: Agriculture and Fishery Arts, Home Economics, Industrial Arts and Information and Communications Technology. Each area is comprised of different areas of specialization which are designed to equip the learners with relevant knowledge, skills and attitudes that will lead to the acquisition of certifiable skills in preparation for higher education, the world of work, or entrepreneurship. The integral parts of this strand are different methodologies, hands-on application, and practical work activities that will enable the students to learn, acquire and apply the competencies in different fields of specialization (Corpuz and Salandanan, 2016)

Technical drafting, one of the areas of specialization offered under Industrial Arts has been an integral part of every area of TLE since all topics include interpretation and creation of plans, blueprints, layouts and designs. Pattern making in dressmaking, plot illustration and planning in agriculture, elevations in carpentry, isometric layout of plumbing works, blueprints in welding, schematic diagram drawn in electricity and electronics are some of its applications. It further enhances the knowledge, skills and attitudes of the learners in acquiring the Technical Drafting NC II Certification. It consists of competencies that a person must achieve. It consists of competencies that a person must achieve to enable him/her to draft architectural layout and detail (structural, electrical/electronic, sanitary/plumbing, and mechanical) drawings using both CAD system and manual drafting methods. A person who has achieved this qualification is competent to be a draftsman or a CAD Operator.

As observed, the usual teaching of Technical Drafting in public secondary schools depends on the theories and activities provided by textbooks. The subject is being delivered by the teachers through life skills and experiential learning using set of individuals and group activities, demonstrations and practical application of presented theories. On the other hand, concerns in meeting the objectives prior to the teaching of the subject, adequacy and appropriateness of the concepts taught lack priority due to noticeable insufficiency of budget allotted, limited instructional materials, learning spaces and laboratories used by the instructor and students burden the quality of education perceived by the students.

In this regard, proper intervention of the teachers in crafting and preparing instructional materials appropriate in teaching Technical Drafting is very important. This is so to provide enhancement and enrichment of learning. Instructional materials are the tools teachers should not forget to use while having classes. Good instructional material has a big impact on the students learning since they learn most by doing. The adequate number of units in proportion with the number of students should also be observed. Through Instructional Materials, the teacher will be able to make his/her strategies in teaching more effective and meaningful. Also, it is much easier on the part of the students to learn and to understand their lesson and to acquire the skills more meaningfully.

To address the need for advanced and relevant curriculum-based education, the development of supplementary instructional materials which are very useful in teaching the subject technical drafting is but very timely. In light of this, a supplemental instructional material bounded with updated and relevant concepts and theories incorporated with the application of entrepreneurship, technology and many related ideas. Inclusion and consideration of variables in making a comprehensive, learner-centered and sensitive and user-friendly instructional materials like modules, books and workbooks should be attained by its output.

The researcher is aware of the importance of producing supplementary instructional materials for the effective instruction. The researcher's objective of producing relevant instructional materials in the form of modules will surely contribute a very significant level of attaining the objectives of everyday lessons. Also, the researcher observed that several schools were teaching specialization subject of Technical Drafting due to lack of expertise of the teachers and the provisions for updated, available and relevant instructional materials to support the teaching of the subject. The awareness of the researcher on the issues and the observations of these have become the inspiration of the researcher to pursue this study. Thus, this paper intended to develop a competency-based supplementary instructional modules by exploring the experiences of Technical Drafting teachers, describe the distinct features of Computer-Aided Drawings (CAD) for the instruction of Technical Drafting and identify the challenges and supports needed in delivering quality instruction in line with CAD.

II. RELATED LITERATURE

Numerous researches that have been conducted relative to the problems encountered in the teaching of TLE and instructional materials development have greatly influenced and broadened the understanding of the researcher about the topic. Martinez, et al. (2016) stated that the problems that affected the motivational level of the students were anxiety and confidence in the ability to express their feelings about the subject, accomplishment of all the requirements needed in the subject and type of classroom structure and instruction that best facilitate their learning. Meanwhile, Alvez et al. (2016) found out that among the issues and concerns met by the teachers in enhancing skills and competencies of the students were lack of electronic tools and equipment and lack of conducive and well-ventilated electronics laboratory in performing practical activities. They further stated that the prepared instructional materials with the aid of computer were deemed effective than the traditional instructional materials.

Moreover, the findings of the study of Dinglasan et al (2017) revealed that TLE instruction in the K-12 curriculum shall be performance and outcomes based in which learning modules shall be aligned with and adopted to the guidelines set by DepEd and other educational institutions. Also, as observed by the researchers, instructional materials used by teachers are out-of-date, incomplete, and somehow irrelevant to the skills of the students. Survey questionnaires revealed that demonstration and the use of specimens were always utilized by the teachers as instructional materials in teaching Baking. They also added that the standards set in the development of the instructional materials shall cover the three domains of learning which is the cognitive, affective and psychomotor in which the delivery of instruction specifically in baking shall ameliorate the knowledge, skills and attitude of the students through hands-on, technical, practical, and value-laden learning activities.

The study of Atienza (2015) cited that in the implementation of the K to 12 curricula, many teachers were affected especially science teachers due to the adoption of the spiral progression approach. According to her, there were seminars conducted to address the problem but it seems not sufficient especially in improving science teachers' content knowledge in different content areas of Science. The findings revealed that in terms of learning resources, printed materials, technological materials, laboratory materials, and laboratory equipment and facilities were somewhat adequate. Teachers also often used different traditional and authentic evaluation tools. The study of Auditor and Naval (2014) suggested that physics modules should be based on the least mastered competencies, and teachers should assess the impact of the developed modules on student's knowledge acquisition. The study also recommended that in the development of the instructional materials, these must be based on the interests, knowledge, understanding, abilities, needs and experiences of students. It is evident that instructional materials have been effective instruments for answering quality education. The developed module can be useful tool for teaching and learning science and promoted students' performance in content-knowledge acquisition.

Perez (2013) cited in her study that students must be provided with enough skills practices to develop their performance. In view of this, teachers must determine which experiences are effective in promoting learning. Various teaching method and techniques must be adequate to help students achieve their goals. Moreover, her findings revealed that supplementary interactive learning materials lesson and categorized exercises into easy, average, and difficult with interactive approach of selected areas in Mathematics IV. It equipped the learners with knowledge not only in Mathematics but also in daily activities. Ignacio (2017) mentioned that one of the indispensable requirements of effective teaching is the utilization of supplementary instructional materials that meet the needs of students and address the constraints of the teaching and learning environment. Her findings revealed that the teachers should be encouraged to design and develop instructional materials to augment the existing learner's material, innovative supplementary instructional material should align the topics and learning competencies of the K to 12 curriculum guides, discussed concepts in condensed form and simpler approach that will encourage learners and promote re-learning of least mastered skills and significantly improve the student's level of performance.

Francisco (2010) identified the CAD related technical skills and competencies that are required for employability at an entry-level position as a civil engineering technician. Civil drawings, survey maps, and topographical drawings are the most commonly prepared drawings by the respondents. Other reported drawing types include architectural, electrical/electronic, landscaping, structural, and technical illustrations. Almost all of the respondents use a CAD system for drafting functions. AutoCAD is the primary CAD platform used. Microstation is also used, but to a much lesser extent. Brown (2010) studied that the instruction of computer assisted drafting (CAD) in the high school classroom presents unique problems and challenges that typical colleges, technical schools, and industry do not have to address. Issues such as cross curriculum instruction, beginning and advanced students in the same class, several courses in the same room, CAD and manual drafting taught concurrently, shorter class periods, and limited resources.

Beagley (2011) identified the problems teachers had experienced like limited availability of suitable computers, the lack of sufficient 'hands on' time for students, and the concern for necessary security of equipment. Further, it suggested that students benefit from using CAD as they are able to do work at their own pace. Also, significant numbers of students that Technical Drawing regarded as being more challenging and more enjoyable since the introduction of CAD. Security of computer equipment is a real concern to CAD teachers, capital investment involved and the general lack of appropriate secure operating/storage facilities was viewed as constraints. Likewise, whenever practical, students should be made aware Technical of CAD, and receive some 'hands-on' experience with this form of technology. CAD teaching methods are directly student/computer workstation ratios. The utilization of a well-structured self-explanatory, self-paced tutorial when teaching CAD to access high student / computer workstation ratios and the utilization of a class lecture supplemented by a sequenced procedure handout is recommended when teaching CAD to classes with an equal student/computer workstation ratio.

Furthermore, Arslan and Dazkir (2017) indicated that the students' lack of skills in technical drawing and in creating 2D and 3D mental visualizations negatively influenced their design process. Students' lack of experience and skills cause uncertainty and prompt them to copy drawings from others and sometimes without understanding what they are copying. Learning by copying existing examples can help students develop technical drawing skills however, students should seek help in their design and other studio courses if they struggle with understanding and mentally visualizing those examples when they are copying them.

Ozkan and Yildirim (2016) found that there was no meaningful difference between the decision-making process for choosing the drawing method and perceiving the drawing was made by the students with both methods in the first 5 minutes. The difference in quality may be due to the advantages of the CAD technique at the 30th minute. At the end of the 60th minute, a huge difference was observed between the conventional and CAD and the CAD was more successful than the conventional drafting. Consequently, the CAD technique has a better outcome from the aspect of time and quality compared to the conventional technique.

III. METHODOLOGY

Research Design

The research design involved the utilization of qualitative research methods in addressing the research questions. It was appropriate for this study because this type of methodology emphasizes looking into meanings, perspectives, experiences, and processes that are not easily quantifiable (California, 2016). By exploring the perceptions of public-school teachers who have had experiences in teaching technical drafting, it was possible to obtain "multiple perspectives" that further our understandings of providing support to effectively teach the subject. Each individual ascribes certain characteristics and attributes to any given situation. This study was designed to gain an understanding of these variations in the interpretation of teaching the subject with an end in mind of develop modules in teaching the subject.

Research Participants

Because the nature of this study requires face-to-face interaction, participants was purposely chosen. Eight (8) public secondary high school teachers who are teaching specialized subjects in Technical Drafting including Computer-Aided Drawings. Prior to the conduct of the study, the researcher already identified few informants. Purposive sampling was employed as the sampling strategy wherein samples are selected according to predetermined criteria based on the nature of the study which necessitates the rich-experiences and expertise of the Technical Drafting teachers. The identified informants are acquaintances and friends of the researchers who teach in the public schools.

Instrument

Interview guide was primarily based on the study's research questions. Questions include their experience in CAD teacher including the challenges and supports needed by the Technical Drafting teachers. The instrument used in this study was a semi-structured interview that consists of 10 items with the opportunity for the researcher to explore particular themes or responses further. The interview allowed the researcher to identify potential source information in a manner that will bring out relevant information from its respondent. In addition to that, the researcher prepared follow-up questions that may be brought up during the interview where the participants are free to answer any response. The researcher used a recorder for the gathering of data.

Procedure

After securing permission from the school heads and principals to allow the researcher use their school and teachers as laboratory in the conduct of the fieldwork, the researcher will be starting the interview once the schedule of time and availability of the participants for a 30-

minute interview was ascertained. The researcher contacted and met each of the participants to discuss the conditions on the conduct of the interview, including the use of the recorder during the interview, the transfer and presentation of the data and the focus of the questions itself.

The researcher established first its legitimacy by showing some identification. Moreover, the researcher gained the participant's cooperation and then proceeded to the importance of the research. The interview consisted of a self-made questionnaire, having questions formulated based on the objectives of this research, ideally focusing on the experience of the participant, the encountered constraints and challenges and the needed support for them to deliver quality instruction. The researcher informed the participants that a recorder will be used for the gathering of information.

IV. RESULTS AND DISCUSSION

1. Features of Computer-Aided Drawing (CAD) for the instruction of Technical Drafting.

Since the features of CAD present set of software tools to increase productivity and efficiency in doing layouts and designs, it can be noted that the shared responses of the participants support the idea that CAD is very helpful in increasing the motivation and performance of the students in doing drafting activities since it dealt with the use of computers. Aside from that, the fact that students sometimes assumed that they are already having their profession due to the use of the equipment in CAD, it is deemed necessary that CAD has to be taught properly at their levels. Imagination of the learners in developing designs are likely to be enhance since the functions of the computer or the software makes it easy for them to manipulate everything not unlike in manual drafting that sure and accurate action has to be properly observed to avoid mistakes that will result to repetitions and dull drafting outputs. Computer-aided design becomes a useful tool in engineering and architecture work. Computers are very reliable and accurate. Professional and students should present their drawings and layout plans using computer in order to compete globally. The AutoCAD is now available in the market (Dela Cruz, 2012).

2. Common experiences of the teachers handling Computer–Aided Drawings (CAD).

From the qualitative interview relative to the experiences of the teachers teaching Computer-Aided Drawings, all respondents said that most of the printer materials used in teaching theories and concepts were downloaded from the internet. Libra and Leo mentioned that they prefer self-constructed handouts and modules so as to align it with the curriculum and to the learning styles, age and preferences of the students. The need for computer units was also stressed by Aquarius, Aries and Cancer despite having a separate question about CAD equipment on the foregoing interviews. It can also be noted that two (2) of the respondents were assessment centers for Technical Drafting, meaning, they are accredited by TESDA to serve as venue for National Competency Assessment of 10 candidates per day, however, they cannot be accredited to a training center since there is a regulation that prescribes the size of working and training areas, tools, and equipment especially, 25 computers with licensed AutoCAD software, a plotter, and a printer for 25 trainees or students.

Issues on unavailability of learning materials is obviously seen on the statements of the respondents along with issues on irrelevant content, inappropriateness to learners age and learning styles and characteristics, and misalignment with the curriculum guide and training regulations of DepEd and TESDA.

3. Challenges or constraints teachers experience in line with CAD instruction.

One of the challenges shared by Sagittarius is that she struggled on the maintenance of the classroom since it is also used by other subjects for discussion. Other than that, issues on the availability of computer units was emphasized by Libra, Aries, Taurus, Virgo, and Cancer. Challenges on teaching methodology and expertise was faced by Aquarius, Aries, and Sagittarius. The same situation experienced in the country that tantamount to the forfeited learning to the students if proper tools, teaching methods, equipment and support will not be provided. Since the program has been newly-offered to some school except those two schools offering the specialization through STVEP (Strengthen Technical – Vocational Education Program) before, they are experiencing struggles in starting the program. Most of them experienced that there a lacking classroom facilities, tools and equipment in offering the program. Generally, they found no problem in offering manual drafting since most of them said that they can easily ask the students to bring materials like paper, measuring instruments, pencils, boards and other alternatives by the teachers.

Another challenge sought by some teachers are the teaching of the basic concepts itself since it is the hardest part of the teaching of CAD. Some require their students to memorize the commands in the beginning since it will be easier along the run. The maintenance of the classroom since some school don't have definite room solely allotted for the teaching of CAD or a computer laboratory housing these computer units. Some school are still using these rooms with computer units as lecture rooms of some section which they find hard to maintain since the behavior of the students and classroom temperature might affect the condition of the computer units. Most importantly, they have seen the availability of learning modules necessary in the teaching of basic theories and concepts. Even though, they can create a module, the problem of printing the handouts and distributing it to all students is one of the problems faced by the Technical Drafting teachers. This conforms to the findings of Beagley (2011) that the teachers had experienced related mainly to the limited availability of suitable computers, the lack of sufficient 'hands on' time for students, and the concern for necessary security of equipment.

4. Support teachers need so as to deliver quality instruction in line with Computer-Aided Drawings.

From the interview, it can be noted that the support needed by the teachers may be grouped into three (3) namely, continuing enhancement program for Technical Drafting teachers, provision for computer equipment and laboratories, and availability of updated and curriculum – aligned learning modules. Participants agreed that training on the updated contents of AutoCAD is needed since these technologies are fast – changing, training to enhance their teaching expertise, and networks of teachers was seen important during the interview. It was also mentioned that there must be a connection with industries that are CAD related to easily relate the course to the students.

Sagittarius mentioned the need for networks of teachers teaching the subject so that they will be able to interact and exchange with best practices and activities that will help them deliver quality instruction as well as connection to companies that related to Technical Drafting. On the other hand, Sagittarius, Libra, and Leo agreed to have continuous training to enhance and upgrade the skills and knowledge of the teachers in teaching the subject. While seven (7) of them mentioned the need for spacious classroom that is properly ventilated and lighted, with computer units equipped with licensed software, and provision for more tools and materials. Brown (2010) agreed that the instruction of Computer-Aided Drawings (CAD) in the high school classroom present unique problems and challenges that typical colleges, technical schools, and industry do not have to address. Issues such as curriculum instruction, beginning and advanced students in the same class, several courses in the same room, CAD and manual drafting taught concurrently, shorter class periods, and limited resources. In the same manner, security of computer equipment is a real concern to CAD teachers in respect of the essential nature of such equipment to upper school technical drawing courses; the capital investment involved and the general lack of appropriate secure operating/storage facilities. In addition, it was suggested that where possible, secure computer laboratory facilities provided with a monitored access system should be used for CAD education.

5. Proposed Instructional module in Computer – Aided Drawings (CAD).

Instructional modules provide assistance in the teachers' attainment of their learning objectives in the teaching – learning process. More specifically, these modules give reinforcement and enrichment to higher learning comprehension. Thus, geared toward quality and effective instruction, learning materials are indispensable in the teaching – learning process.

The study revealed that there is an inevitable necessity for the development of instructional modules in teaching Computer – Aided Drawings (CAD) in Technical Drafting. As this was supported with the above – mentioned facts, instructional materials played a pivotal role in the teaching of the subject and most importantly the assessment of the teacher – respondents regarding the topics that greatly need instructional materials conforms to the objective of developing a module. Specifically, topics based on the curriculum guide like basic CAD concepts, operational terminologies, CAD working environment and features, and commands. Some teachers also suggested for recommended activities to be included in the modules to make it a complete reference for the lessons.

V. CONCLUSION AND RECOMMENDATION

Conclusions

1. Features of CAD simplify and hasten the work of the users. Despite the availability of different software, user must look on the features approximating the prescribed curriculum guide of DepEd.
2. Common experiences of teachers teaching the subject are on the following: learning materials, teaching methodologies, facilities and equipment and assessment procedures.
3. Lack of facilities, teaching expertise, and availability of computer units with AutoCAD software appeared to be some of the constraints met by the teachers.
4. The supports needed by the teachers are continuous skills enhancement programs, tools and equipment, learning facilities and work spaces.
5. Modules are prepared with corresponding approved parts in order to help the teachers in teaching the subject.

Recommendations

1. The prepared modules in Technical Drafting may be tried-out for validation and evaluation before its use in the teaching of Technical Drafting
2. Technical Drafting seminars and training may be conducted to teachers to enhance their knowledge and skills.
3. A parallel study may be conducted using other areas of specializations of Technology-Vocational-Livelihood Education to validate these fields.

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Teachers' Perspective on the Essential Roles of Basic Education Teachers in Achieving Students' Success

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Abstract: *The objective of this study is to enhance the roles of the Basic Education faculty members in their roles as designers, assessors, and facilitators of learning. Specifically, it sought to determine their perspectives on the extent of awareness of their essential roles in achieving student success in the Kto12 curriculum; how well they perform their roles as designers, assessors, and facilitators of learning; and the challenges they encounter in responding to their roles. This study is descriptive and quantitative involving teacher-respondents from the Basic Education department of the University of Baguio, Baguio City, Philippines who have taught during the last four years of implementation of the K to 12 Program. The total enumeration was used to gather data; however, voluntary participation of faculty members was considered during the process of Reliability Testing.* ***.*** *Informal conversations/interviews were done. Cronbach's Alpha was used to answer the problems. Likert Scale was used in the interpretation of the results. The findings reveal the "extensively" extent of awareness on basic education teachers' roles in achieving student success, linked with their practice or performance of their roles, likewise marked "extensively". The awareness of teachers on their roles monitor and guide them in the effective performance of their roles. Challenges encountered by Basic Education teachers in responding to their roles as teachers indicate the need of the teachers to be guided by the current trends, techniques, approaches and modalities to meet the students' varying requirement given the current situation that the pandemic poses. From these, the researchers propose to revisit the Faculty Evaluation Tool in response to the result of the study on the three roles of teachers; establish and sustain a regular Professional Learning Community meeting; and craft a Program Proposal concerning collaboration.*

Keywords: *assessor, curriculum exits, designer, facilitator, Professional Learning Community*

I. INTRODUCTION

Teacher's role in the education of the child is crucial. In view of the many challenges brought about by the 21st century changes, the roles of teachers are essential in meeting these challenges in the age of globalization. Indeed, the world is changing and so is teaching and learning. Thus, as teachers, it is fundamental to give a premium on the roles that teachers play to help students achieve success.

One of the most pressing issues today is the competitiveness of Kto12 graduates. It is a primordial concern of teachers to prepare these learners to become competitive in whatever curriculum exits they are faced with after they graduate from the senior high school. To respond to this existing challenge and be able to mobilize them, a need to understand how teachers respond to their essential roles in developing students' competencies should be known, and in turn, prepare them to become globally competitive. In order to fulfill the roles of being a designer, assessor, and facilitator, teachers need to understand how these essential roles function in the teaching and learning process. Is there a clear shift in the thinking of teachers that provides a clearer significance on learning and not on teaching? As an adage says, “If you don’t know exactly where you are headed, then, any road will get you there.” Is it enough to just hope for the best or is there a necessity to review or revisit the process of what teachers do at present in order to have a better understanding on how to prepare learners in the future?

The focus of this study is to assess teachers’ perspectives on the three essential roles that Kto12 teachers need to understand in order to gear the process of teaching and learning towards the right direction. The objective of this study is to enhance the Basic Education faculty members in their roles as designers, assessors, and facilitators of learning.

Specifically, it seeks to answer the following problems:
1. What is the extent of awareness of the basic education faculty members on their essential roles in achieving student success in the Kto12 curriculum?
2. How well do teachers perform their roles as designers, assessors, and facilitators of learning?
3. What are the challenges encountered by the Basic Education teachers in responding to their roles as designers, assessors, and facilitators of learning?

As a result, this endeavor may help teachers and school heads enhance their Professional Learning Community (PLC) as regards to the teachers’ essential roles in the K to 12 program, and foremost, improve the process of teaching and learning.

II. RELATED LITERATURE

It is indicated in the 2010 secondary education curriculum the three main roles of a teacher: designer, assessor, and a facilitator of learning which follow the understanding by backward design stages (McTighe and Wiggins, 2005). These three essential roles of teachers are being followed in the planning and implementation of the K to 12 program. To look at the relevance of the roles of the basic education teachers is salient in the present curriculum, as it is the heart of education.

The basic education curriculum or the K-12 program which was started in 2015 had greater emphasis on helping every learner become globally competitive. In order to become globally competitive, the 21st century skills must have to be developed among the students under the guidance of the teacher (Schmoker, 2011). Targeting these, an avenue for competitiveness is created; thereby, being contributory to students’ success.

The implementing rules and regulations of the K to 12 program aim to develop globally competitive graduates through a standards-based curriculum (RA 10533). Outcomes-based education also specifies on the guidelines to implement the “shift from competency-based standards to outcomes-based education (CMO No.46 s. 2012). To attain the standards-based or an outcomes-based education, teachers have to be effective designers, assessors, and facilitators of learning- which are among the essential roles of a teacher (McTighe and Wiggins, 2005).

The Teacher as a Designer

The first role of the teacher is to ensure that all standards and competencies are aligned with the DepEd’s mandate as in the Curriculum Guide. Teachers need to review per subject or learning area on the horizontal and vertical articulation of the standards and competencies making sure that they are properly implemented. Aligned and appropriate mapping of instructional plan will always be dependent on the planning process implemented by every school, inclusive of how a particular school reviews the instructional plan in response to the mandate of the Department of Education.

It is in this light that reviews yield innovations in education because changing the model of education and the increasing interconnectedness and interdependence from the global perspective of development has put unmatched demands on teacher for their professional development (Patna, 2020).

In relation to this, teachers plan lessons, modules and courses (Farani, 2018). All these point to the idea that the teacher as a designer makes sure that learning is standards-based, and is evident among the learners.

The Teacher as an Assessor

Assessment of standards and competencies is a crucial stage in the learning process. Teachers should be capable of identifying appropriate assessment strategies to target the expected standards and competencies. A pre-assessment serves as a springboard to identify weaknesses and difficulties of learners while having a better gauge of how far they have gone in the understanding of a lesson or subject; formative assessments are provided to monitor student's progress and, in the end, the summative assessments are given to check mastery.

For students to be successful in accomplishing the learning goals and targets, research has shown that the use of formative assessment has been an influential factor. Formative assessment is a tool to enable students to do well in their summative assessments (Brookhart, 2009). The relevance of formative assessments in the learning process should not be neglected but must be properly implemented to monitor progress and implement remediation if necessary.

As such, the strengthened mechanism of feedback and monitoring becomes a crucial factor in assessment as it gauges what students do not know, what students currently know, what students will know, what students expect to know, and even how learning can progress and be retained.

From this, the teachers' role is to monitor and assess the progress of the learners.

The Teacher as a Facilitator

Learner-centered classrooms support the skills needed to prepare learners for life and work. Today's learners must have to develop skills for them to become competitive in the 21st century. The focus of the Department of Education's on 4 C's (Communication, Collaboration, Critical Thinking and Creativity) and Private Education Assistance Committee's emphasis on the 7 C's (Communication, Collaboration, Critical Thinking, Creativity, ICT, Cross-cultural understanding, and Career & Life-long skills) are necessary skills to prepare students in the future. These skills are based on the study of National Associate of Colleges and Employers (NACE, 2013) on the employers' top skills/qualities they are seeking in the next graduating class and the 12 elements which are essential for designing instruction and curriculum to support children's learning (Vosniadou, 2001).

The task to oversee, assist or guide the learners becomes pivotal in the teacher's role as a facilitator of learning. As facilitators, teachers support students to do their best thinking and practice. As facilitators, they will encourage full participation of students, promote mutual understanding, and cultivate shared responsibility among students (Katoch, 2020).

From all these, it may be deduced, then, that the teachers' roles in the education of every child is crucial. In view of the many challenges brought about by the 21st century changes, the roles of teachers are essential in meeting these challenges in the age of globalization. Indeed, the world is changing and so is teaching and learning. Thus, as teachers, it is fundamental to give a premium on the roles that teachers play to allow students achieve success.

III. METHODOLOGY

Research Design

This study is descriptive and quantitative in nature as it seeks to present the current situations of teachers in the University of Baguio, Basic Education department as regards to their roles as designers, assessors, and facilitators of learning.

Population and Locale

This was conducted at the University of Baguio, Basic Education department which comprises of the two high schools and the elementary department; among teachers who have taught during the last four years of implementation of the K to 12 Program. The teacher-respondents were those who already have the experience in implementing the program-now on its 5th year of implementation. Total enumeration was done to gather data; however, considering their voluntary participation, and other faculty members' participation during the process of Reliability Testing, only 32 respondents (R) were generated.

Instruments

Questionnaire-Checklist was prepared by the researchers to gather data. The Tool underwent validation and obtained 0.97 for the reliability of teachers based on their functions, and 0.91 for the reliability of the indicators which meant that the questionnaire has excellent internal consistency, since 0.70 is the passing mark. The teachers who participated voluntarily in the tool validation were no longer included in the population for the final gathering of data.

Informal conversations/interviews with the teachers, academic coordinators, subject heads, and assistant principals were done to supplement the data gathered, and complement areas that may be deemed necessary.

The questionnaire was based on the expected information related to the problems of the study which was validated by the experts.

Procedure

The questionnaire was subjected to reliability testing. Cronbach's Alpha was used to answer the problems of the study, since ordinal data or ranks were gathered. The Likert Scale was used in the interpretation of the results.

Question number one is identified by the researchers based on the features of the Kto12 Curriculum. The researchers are national trainers of the Private Education Assistance Committee (PEAC) that supports the features of the Kto12 Curriculum. Question number two is formulated based on a pre-survey gathered by the researchers during the PEAC Summer INSET of Private School teachers in the region.

A letter of permission was secured from the Research and Development Center alongside the consent form for participants. The letter contained salient information about the study, the conduct of the data gathering, and the safe involvement of the participants.

Upon approval, the researchers followed the agreement indicated in the participants' consent form and the grounds for ethical consideration.

In this study, the researchers utilized descriptive statistics in dealing with the data gathered. To summarize and generalize the data gathered, a measure of central location which is the mean, was used. In determining the perception of the basic education faculty members on their essential roles in achieving student success in the Kto12 curriculum, assess the perceived understanding of teachers in responding to their roles as designers, assessors, and facilitators of learning, each computed mean was interpreted using the table below.

Table 1
Extent of Awareness and Practice of Teachers

Arbitrary Value	Statistical Limit	Descriptive Equivalent
1	1.00 – 1.74	Unsure
2	1.75 – 2.49	Fairly
3	2.50 – 3.24	Adequately
4	3.25 – 4.00	Extensively

To determine the extent of need on the challenges encountered in responding to the roles as teachers in the basic education, the computed mean for each of the challenges was interpreted using the table below.

Table 2
Extent of Need on the Challenges Encountered

Arbitrary Value	Statistical Limit	Descriptive Equivalent
1	1.00 – 1.74	No need at all
2	1.75 – 2.49	Low level of need
3	2.50 – 3.24	Moderate level of need
4	3.25 – 4.00	High level of need

The study did not compare the differences of results of the three departments but only targeted the years of service and the academic qualifications of teachers in Basic Education. Permission to administer the questionnaires was obtained from the three principals of the university. Participation in the said endeavor was voluntary and participants reserve the right to withdraw participation or retract details any time. Confidentiality of information supplied by the participants and the anonymity of respondents (R) were respected; thus, will only be used for the benefit of achieving students' success using the Professional Learning Community (PLC) meeting strategy in the Basic Education Department for improvement, development, and strengthening of the community. No information culled out of the Questionnaire-Checklist, Informal Conversations/Interview with teachers, academic coordinators, subject heads, and assistant principals was shared with anybody outside the research team. Participants will receive a summary of the results for information or even clarification. Dissemination of results shall be used purposefully for academic involvement, particularly during Professional Learning Community meetings or collaborations.

IV. RESULTS AND DISCUSSION

The Kto12 curriculum which was started in 2012 follows the alignment framework which emphasizes on standards-based, assessment-driven, and learner-centered (RA10533, 2013). It is in this context that this study covered how teachers complied with the alignment framework specifically on their three roles as designers, assessors, and facilitators of learning. From these roles the refinement, reorganization and reconceptualization of the responses of Basic Education teachers are established.

Table 3 shows the extent of awareness of teachers in responding to their roles as designers, assessors, and facilitators of learning. The computed mean for each role was interpreted using the descriptive equivalent in Table 1. With this, the computed mean for each role is said to be "extensively".

Table 3
Extent of awareness of Teachers

Teacher's Role	Indicators	Mean	Standard Deviation	Descriptive Equivalent
Designer	1.The identified Standards are adequately addressed.	3.81	0.3966	Extensively
	2.The MELCs are covered and prioritized.	3.72	0.5227	Extensively
	3.Additional competencies are identified.	3.69	0.5923	Extensively
	4.Essential questions are thought-provoking and arguable.	3.81	0.3966	Extensively
	5.Essential questions are framed in appropriate "student language".	3.75	0.5680	Extensively
	6.Assessments and activities are planned to show clear alignment.	3.88	0.3360	Extensively
	7.Performance Task is well formulated.	3.88	0.3360	Extensively
	8.Analytic rubric is well created.	3.78	0.4200	Extensively
	Overall	3.79	0.3321	Extensively
Assessors	1.Pre-assessment is provided	3.84	0.3689	Extensively
	2.Formative assessments are provided to determine student's areas for improvement.	3.88	0.3360	Extensively
	3.Formative assessments are properly checked and monitored	3.72	0.5811	Extensively
	4.Formative assessments are valid pieces of evidence	3.81	0.4709	Extensively
	5.Formative assessments are recorded to improve learning	3.72	0.5811	Extensively
	6.Summative assessments are derived from the competencies and standards	3.88	0.3360	Extensively
	7.Self-assessments and self-reflections are regularly implemented	3.75	0.5080	Extensively
	8.Holistic and analytic rubrics are used	3.84	0.3689	Extensively
	Overall	3.80	0.3477	Extensively
Facilitators	1.Learning activities or strategies are derived from the MELCs and planned assessments.	3.84	0.3689	Extensively
	2.Learning activities or strategies are engaging.	3.84	0.3689	Extensively
	3.Learning activities or strategies challenge students to rethink, revise ideas and work.	3.78	0.4200	Extensively
	4.Learning activities or strategies respond to individual needs, interests, and styles.	3.75	0.5080	Extensively
	5.Learning activities or strategies are organized.	3.84	0.4479	Extensively
	6.Learning activities or strategies are logically arranged.	3.75	0.5080	Extensively
	7.Learning activities or strategies are well designed.	3.78	0.4200	Extensively
	8.Learning activities or strategies are active.	3.81	0.3966	Extensively
	Overall	3.80	0.3548	Extensively

For the teacher's role as designers, it is observed that all of the computed means are interpreted to be "extensively" which makes the overall view of the teachers to be extensively, also. Specifically, Question 6 (Q6) on well-planned assessments and activities and Question 7(Q7) on a well-formulated Performance Task have the highest computed mean which may indicate that more teachers are extensively aware of Q6 and Q7 as part of the teacher's role as designers. Question 3 (Q3) on identified additional competencies has the least computed mean also indicates that there are less teachers who are extensively aware of this as compared to Q6 and Q7.

In the planning process, teachers are expected to design an instructional plan which will target the most essential learning competencies (DO 31, s.2020) and must be acquired and understood effectively by the students through appropriate assessments and activities. It is also essential to identify additional competencies which will help the students complete the assessments most especially in permitting students succeed in doing or accomplishing the Performance Task. There is also a need to consider the assessment-activities for students to experience or undergo in response to the vision, mission, and objectives of the school.

It is in this context that the implementing rules and regulations of the Kto12 program aim to develop globally competitive graduates through a standards-based curriculum (RA 10533). Outcomes-based education also specifies on the guidelines to implement the "shift from competency-based standards to outcomes-based education (CMO No.46 s. 2012). To attain the standards-based or an outcomes-based education, teachers have to be good designers, assessors, and facilitators of learning- which are among the essential roles of a teacher (McTighe and Wiggins, 2005).

Teachers as designers of learning environments as viewed by Paniagua and Istance (2018) posit that innovative pedagogies used in classrooms around the world set the stage for educators and policy makers to innovate teaching by looking at what is currently taking place in schools as potential seeds for change. Respondents mentioned that "keeping the students engaged and being prepared, and knowing the subject matter you teach" are areas that allow learners achieve the standards and competencies of the subject. In addition, according to the responses, articulation of the most essential topics to be learned by learners is achieved when teachers "model what you expect students to achieve and when they actively engage."

From the decision-making stage which the system has to manage, it is fundamental to re-appropriate previously effective means or lesson delivery to a flexible and dynamic setup. Ergo, the changing times require ever-evolving pedagogies to guarantee that parallel tasks or learning experiences are selected, sequenced, and created in meeting the demands brought about by the times but still permitting learners to yield the same levels of achievement, and warranted meeting of the standards and competencies thereof.

For the teacher's role as assessors, it is observed that all the computed means are also interpreted to be extensively which makes the overall view of the teachers to be "extensively" also. Specifically, Question 2 (Q2) on formative assessments to determine student's areas for improvement and Q6 on summative assessments have the highest computed mean which may indicate that more teachers are extensively aware of Q2 and Q6 as part of the teacher's role as assessors. Q3 on checking and monitoring formative assessments and Question 5 (Q5) on recording formative assessments to improve learning have the least computed mean which may also indicate that there are lesser teachers who are extensively aware of this compared with the Q2 and Q6.

It is in this context that Brookhart and Moss (2009) emphasized the importance of formative assessment. The quality of formative assessments and how teachers and students engage in making sure that the acquisition of learning goals has been achieved. Teachers' skill on observation, providing clear feedback, and building a repertoire of strategies in reaching out to the students are also essential elements, not to be discounted. They also added that formative assessments benefit students in terms of achievement, understanding, and control over their own learning and motivation. Thus, as formative assessments are ongoing feedback, they become opportunities for learners to practice and moments of teachers to reflect on the teaching that they do.

Looney et al (2017) also cites that the significant role in student learning has been increasingly recognized over the last three decades, not only of the impact of externally conducted accountability and high-stakes certification examinations but also the need for quality classroom assessment in teacher practice. This means that while there are explorable areas in search of the good and effective pedagogical or methodical aspect of the teaching and learning process focusing on the assessment itself, it is vital that the quest of increasing feedbacking mechanisms is reinforced through constant practice. It is an eventual expectation to view assessment as the gathering of sufficient data from learners by teachers to create and make sound judgment for the learning of the students and the furtherance of the teachers.

For the teacher's role as facilitators, it is observed that all the computed means are also interpreted to be "extensively" which makes the overall view of the teachers to be "extensively" also. It is quite interesting to note that Question 1 (Q1) on learning activities which were derived from MELCs and planned assessments, Q2 on engaging activities or strategies, and Q5 on organized activities or strategies have the same computed mean and are the highest which may indicate that more teachers are extensively aware of Q1, Q2, and Q5 as parts of the teachers' role as facilitators. Question 4 (Q4) on strategies which respond to individual needs, interest, and styles and Q6 on logically arranged learning activities or strategies have the least computed mean which may also indicate that there are only a few teachers who are extensively aware of this compared to other indicators. Tomlinson (2000), on her book on the Differentiated Classroom explained that it is the responsibility of the teacher to be persistent in seeking effective approaches for students who need help, using an extensive repertoire of strategies, and soliciting additional resources from the school. She also added that the importance of teacher's professional responsibility to know the special needs of students, know how to be flexible in terms of individual differences, consider different pathways to learning to be able to effectively implement a healthy learning atmosphere should be encompassed.

Indeed, the role of teachers as facilitators paves the way for the promotion of high levels of collaboration among learners, and mutual respect which may aid in the creation of a conducive environment fit for independent or self-regulated learning and cross-curricular education.

With this, the teachers are said to be responsive in their roles as designers, assessors, and facilitators of learning. Teachers are extensively aware on how to be compliant with the mandates of the Department of Education and extensively aware on the alignment framework of the Kto12 curriculum.

Table 4 shows the extent of practice or performance of teachers in responding to their roles as designers, assessors, and facilitators of learning. Table 1 was also utilized in the interpretation of the computed mean. With this, the extent of practice of the teachers in responding to the three roles is said to be "extensively".

Table 4

Extent of Practice or Performance of Teachers

Teacher's Role	Indicators	Mean	Standard Deviation	Descriptive Equivalent
Designer	1.Alignment of learning plan from the identified standards to the Most Essential Learning Competencies (MELCs).	3.91	0.2961	Extensively
	2.The most essential topics and competencies are prioritized.	3.91	0.2961	Extensively
	3.Inclusion of the development of school's objectives and other equally-significant constituents.	3.72	0.4568	Extensively
	4.Formulate an essential question to be asked in class to determine the level of students' enduring understanding.	3.75	0.4399	Extensively
	5.Asks thought-provoking, age-appropriate and arguable essential questions.	3.78	0.4200	Extensively
	6.Prepares assessments and activities according to the alignment framework.	3.91	0.2961	Extensively
	7.Presents the students' performance task at the beginning	3.81	0.4709	Extensively

	of the quarter in GRASPS form.			
	8.Presents the analytic rubric at the beginning of the quarter based on what the students are expected to transfer.	3.84	0.3689	Extensively
	Overall	3.83	0.2800	Extensively
Assessors	1.Creates a situation where students can respond to the standards and the 21st century skills.	3.66	0.4826	Extensively
	2.Provides assessments for students to develop the school's core values and school's objectives.	3.75	0.4399	Extensively
	3.Provides assessments that develop student's MELCs and understanding of the standards.	3.84	0.3689	Extensively
	4.Develops assessments that would challenge students to think critically, and ask questions for understanding.	3.81	0.3966	Extensively
	5.Employs varied assessment tools that would gauge students' progress, mastery, and achievement.	3.72	0.4568	Extensively
	6.Maintains a feedback mechanism that would process students' questions, comments, and difficulty.	3.81	0.3966	Extensively
	7.Uses and maximize my consultation time to address students' concerns and problems.	3.78	0.4200	Extensively
	8.Uses holistic and analytic rubrics in evaluating my students' outputs, written works, performance tasks, and portfolio.	3.88	0.3360	Extensively
	Overall	3.78	0.2822	Extensively
Facilitators	1.Knowledgeable of the subjects I am teaching.	3.59	0.4990	Extensively
	2.Integrates real-life situations to my lessons, and in other fields or discipline.	3.94	0.2459	Extensively
	3.Provides learning strategies and reading resources that would help students understand the lesson.	3.88	0.3360	Extensively
	4.Equips student with varied learning resources for understanding, experience and explore the big essential ideas and facts.	3.78	0.4200	Extensively
	5.Provides learning activities or strategies which respond to individual needs, interests, and styles.	3.84	0.3689	Extensively
	6.Presents lesson logically from explore, firm-up, deepen, and to transfer of learning.	3.78	0.4200	Extensively
	7.Designs learning activities or strategies to help students' self-regulation.	3.81	0.3966	Extensively
	8. Creates an interactive and fun learning environment.	3.88	0.3366	Extensively
	Overall	3.81	0.2750	Extensively

For the teacher's role as designers, it is observed that all the computed means are interpreted to be "extensively" which makes the overall view of the teachers to be "extensively" also. Question 1 (Q1) on alignment with standards, Q2 on alignment with MELCs, and Q6 on alignment with assessments and activities have the highest computed mean which is 3.91. This may indicate that more teachers are extensively practicing or performing Q1, Q2, and Q6 as part of the teacher's role as designers. Q3 on the inclusion of the development of school's objectives and other equally significant constituents have the least computed mean which may also indicate that there are less teachers who are extensively practicing it compared with the other indicators. It is quite interesting to see that the computed mean for practicing the said indicators is higher than their respective indicators when it comes to their perception. The first role of the teacher is to make sure that all standards and competencies are aligned with the DepEd's mandate as in the Curriculum Guide. Teachers need to review per subject or learning area on the horizontal and vertical articulation of the standards and competencies making sure that they are properly implemented. Curriculum map, as a part of the bases of the course and other subjects for a learning area may be drawn as input to regularly see the end in mind.

To confirm from the responses provided, respondent 1 said that "following the specific learning course used by the school"; Respondent 2 (R2) mentioned that "use of MELCs or curriculum guides, curriculum maps and integration of values"; Respondent 3 (R3) also said that "I consider my syllabus that is aligned in our curriculum and the K12 curriculum" are considerations made to plan out class activities and even ensure alignment of assessments to the goal in teaching the course, nature of the course, and the role of the course in attaining the mission of the university.

It is very clear that aligned and appropriate mapping of instructional plan will always be dependent on the planning process implemented by every school, inclusive of how a particular school reviews the instructional plan in response to the mandate of the Department of Education. But aside from a well-crafted instructional design plan in response to the standards and competencies, it is also recommended that teachers should review the curriculum map and the instructional plan in response to the vision, mission, objectives, and core values of the school. It needs to be practiced in the teaching-learning process to be able to realize the fulfillment of school or university goals. As regards the alignment framework strengthened by the Private Education Assistance Committee or PEAC, teachers are expected to check and evaluate continuity and connection between and among elements and features of the course and the curriculum, in total. Revisiting the competencies and standards and making them above the minimum mean considering the vision, mission, goals, and objectives of the institution.

For the teacher's role as assessors, it is observed that all the computed means are also interpreted to be "extensively" which makes the overall view of the teachers to be "extensively" also. Specifically, Q8 has the highest computed mean which may indicate that more teachers are extensively practicing Question 8 (Q8) as part of the teacher's role as assessors followed by Q4. Q5 has the least computed mean which may also indicate that there are lesser teachers who are extensively practicing it compared with the other indicators. It has been a practice of the basic education department to craft a summative assessment using a holistic and analytic rubric in evaluating the Performance Task of the learners. DO 8, s. 2015 on Policy Guidelines on Classroom Assessment and Rating System and DO 31, s. 2020 on Interim Guidelines for Assessment and Grading in the light of basic education clearly emphasizes the importance of rubrics in the evaluation of students' product, performance, or summative output.

From the responses, it may also be reaffirmed: Respondent 4 (R4) "close monitoring, proper feedbacking, and giving appropriate activities"; Respondent 5 (R5) "The MELCs should align with the assessments…providing feedback, giving appropriate scaffold"; and R7 "integration and checking if assessments are aligned to the goal in teaching the course, nature of the course, and the role of the course in attaining the mission of the institution". The alignment and assurance of continuous feedback mechanisms alongside the attainment of the university's vision-mission statements are areas that are reflective of the sound selection, sequencing, and sending out of assessments among learners as provided by the teachers.

On the other hand, although Q5 is extensively practiced, it was observed to be the least in terms of assessment practices of teachers in the basic education. It is recommended that teachers should employ varied assessment tools that would gauge students' progress, mastery, and achievement. This was emphasized by the series of In-Service Training for private school teachers implemented by the Philippine Education Assistance Committee. Brookhart and Moss (2009) mentioned that for students to be successful in accomplishing the learning goals and targets, research has shown that the use of formative assessment has been an influential factor. Formative assessment is a tool to enable students to do well in their summative assessments. The relevance of formative assessments in the learning process should not be neglected but must be properly implemented to monitor progress and implement remediation if necessary.

Re-appropriation may be done to meet the flexible learning environment that DepEd and PEAC are both targeting in consonance with the changing and metamorphosing needs and demands of the educational setup brought about by the pandemic. Explorable applications and systems give the platforms or avenues in developing and strengthening delivery and in turn supplement and complement the students' level of achievement, given the limitations of the current setting.

Assessment of standards and competencies is a crucial stage in the learning process. Teachers should be capable of identifying appropriate assessment strategies to target the expected standards and competencies. A pre-assessment serves as a springboard to identify weaknesses and difficulties of learners while having a better gauge of how far they have gone in the understanding of a lesson or subject; formative assessments are provided to monitor student's progress and, in the end, the summative assessments are given to check mastery.

For the teacher's role as facilitators, it is observed that all the computed means are also interpreted to be "extensively" which makes the overall view of the teachers to be "extensively" also. Q2 on integration of lessons in real-life situations and in other fields has the highest computed mean which may indicate that more teachers are extensively practicing Q2 as part of the teacher's role as facilitators. Q1 on the knowledge of teachers of the subjects handling has the least computed mean which may also indicate that there are a few teachers who are extensively aware of this compared with the other indicators.

Responses such as Respondent 9 (R9) "I plan the class activities in a manner where there is a mixture of group and individual activity so that they can appreciate the lessons in both aspects, and I also make sure that the activities are closely-related to what they would be expecting in the real-world aspect"; and R12 "I plan the activities based on my learners and their capabilities of doing the tasks with specific samples" may be reflections of considering the learners and can still be strengthened by providing more tasks that truly develop self-regulation and group interaction and collaboration.

Learner-centered classrooms support the skills needed to prepare learners for life and work. Today's learners must fully understand the essence of what they are learning in relation to real-life scenarios for them to be motivated to learn, and eventually meet the eventual goal of the Kto12 curriculum of allowing learners to be ready to face or enter any of the four (4) exits upon graduation. Today's learners must also develop the skills to become competitive in the 21st century. Department of Education's 4 C's (Communication, Collaboration, Critical Thinking and Creativity) and Private Education Assistance Committee 7 C's (Communication, Collaboration, Critical Thinking, Creativity, ICT, Cross-cultural understanding, and Career & Life-long skills) are necessary skills to prepare students in the future. These skills are based on the study of National Associate of Colleges and Employers (NACE, 2013) on the employers' top skills/qualities they are seeking in the next graduating class and the 12 elements which are essential for designing instruction and curriculum to support children's learning (Vosniadou, 2001).

As to the knowledge of teachers of the subjects handling being the least in the indicators on the role of teachers as facilitators of learning, basic education department should not be ignored but be seriously dealt with accordingly because this will greatly affect how students learn, and how vast their knowledge would become. An in-depth review and updating of knowledge are substantial in encompassing essential areas that must be handed down to the learners. As the adage says, you cannot give what you do not have. It is still very beneficial for the school to upgrade the competencies of teachers in terms of the needed knowledge and skills in teaching the subject. This may be made real by actively participating in professional engagements, trainings, seminars, and even going for post graduate studies.

Table 5 shows the challenges encountered in responding to the roles of teachers in basic education. It can be seen that all the computed mean was interpreted to be a high level of need. Thus, all the following areas are seen by teachers to be highly needed in overcoming the challenges encountered in responding to their roles as designers, assessors, and facilitators of learning

Table 5
Extent of Need on the Challenges Encountered

Challenges	Mean	Standard Deviation	Descriptive Equivalent
Course-related workshops and education conferences or seminars	3.66	0.5453	High level of need
Observation visits to other schools and participation in a network of teachers formed specifically for the professional development of teachers	3.56	0.5644	High level of need
Individual or collaborative research on a topic of interest professionally	3.63	0.5536	High level of need
Mentoring and/or peer observation and coaching in research and in teaching, as part of a formal school arrangement	3.69	0.5351	High level of need
Flexible instructional delivery of content and performance standards, and the most essential learning competencies covering the main subject	3.66	0.7007	High level of need
Student assessment practices	3.66	0.6530	High level of need
Knowledge and understanding of the main subject or field	3.38	0.9755	High level of need
Knowledge and understanding of instructional practices of the main subject or field	3.50	0.8032	High level of need
ICT Skills for teaching	3.59	0.6148	High level of need
Student and parents' counseling and feedback	3.63	0.6599	High level of need
Managing online classes	3.56	0.7594	High level of need
Managing Learning Management System	3.59	0.8370	High level of need
Module/Book writing	3.47	0.8418	High level of need
University Required Documents & Protocols	3.41	0.7976	High level of need

The most observed scenario where teachers are challenged is on mentoring and/or peer observation and coaching in research and in teaching, as part of a formal school arrangement. It is indeed the most pressing challenge of the university to produce research as it is one of the trifocal functions of a teacher aside from the area of instruction and extension. Teachers are encouraged by the Department of Education and the Commission of Higher Education to conduct a school- based action research as part of their performance appraisal (Ulla et al., 2017). It is also a requirement of any accrediting agency that every institution should produce research for continuous quality assurance (CMO 52, s. 2016).

Other most observed challenges which the basic education should also prioritize are on course-related workshops and education conferences or seminars, flexible instructional delivery of content and performance standards, and most essential learning competencies covering the main subject, and on student assessment practices. Regarding the course-related workshops and trainings, it was also the most observed indicator in Table 4 that teachers need to practice. It is recommended that basic education should consider this area of development in the planning of in-service training for teachers or provide opportunities for teachers to improve their competence in the subject or course they are teaching. As regards the challenge on the implementation of flexible instructional delivery of standards and competencies and on student assessment practices, it is also recommended that teachers engage themselves in attending seminars and trainings online in relation with the identified challenges like the In-Service Training sponsored by PEAC on flexible instructional delivery and assessment.

These capacitate teachers not only in their delivery of instruction but also in addressing and accommodating learners' needs.

This finding may corroborate with Ozgenel and Mert (2019) that assert that teachers' performance at the school level directly contributes to the school's effectiveness by achieving their respective educational objectives or targets.

Teachers' roles in the education of every child are crucial. In view of the many challenges brought about by the 21st century changes, the roles of teachers are essential in meeting these challenges in the age of globalization. Indeed, the world is changing and so is teaching and learning. Thus, as teachers, it is fundamental to give a premium on the roles that teachers play to allow students achieve success. Teachers with the support of the school should not stop finding ways to better improve the craft of teachers for continuous quality improvement of the Philippine educational system.

In addition, internalization may also be set forth to find benchmarks and avenues for institutional and instructional growth and development. Gearing up in the new normal requires hurdling more quality assurance mechanisms and flexible modalities for institutions to create a better normal.

From all these, it is foreseen as a success when alignment not only of the curriculum's features but also of the stakeholders is observed, strengthened, and practiced.

V. CONCLUSION AND RECOMMENDATION

Conclusion

Based on the findings of the undertaking, the "extensively" extent of awareness of basic education teachers on their roles in achieving student success in the Kto12 Curriculum Program is connected or linked with their practice or performance of their roles as teachers in achieving student success.

Challenges encountered by basic education teachers in responding to their roles as teachers in the basic education and their professional needs provide high level of need on current trends, techniques, approaches and modalities to meet students' peculiar, dynamic and varying needs given the current situation that the pandemic poses.

Recommendation

From the mentioned conclusions, the researchers would like to propose an agenda based on the salient findings of this study to help teachers enhance their roles in achieving student success through Professional Learning Community as a strategy.

The researchers would like to propose the following agenda:

1. Revisit the Faculty Evaluation Tool in response to the result of the study on the three roles of a teacher. The corroborated results and/or findings may strengthen and reinforce perception of faculty members on their roles and the actual tasks or functions they are performing.
2. School administrators must design a monitoring and evaluation plan to assess and evaluate the instructional delivery of teachers especially in response to the result of the study on the three roles of a teacher. This plan will specifically assess the mechanism of the designed instructional delivery plan, the process of assessment, and pedagogical approaches

implemented by teachers and complied with the alignment principle of the Kto12 framework of the Department of Education.
3. Establish and sustain a regular Professional Learning Community meeting among Basic Education teachers in response to the challenges of the K to 12 Curriculum specifically on the mentioned roles of a teacher. A possible collaboration between and among faculty members from the three basic education departments may also be done to observe, imitate and share best practices.
4. Craft a Program Proposal concerning collaboration of the Basic Education Department in response to curriculum planning and implementation to achieve students' success. Program Proposal from the three schools under the Basic Education Program that covers the foreseen process of collaboration among the basic education faculty members may be planned, executed, monitored, and evaluated.

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Public Service Delivery among Employees in the Bureau of Customs – Port of Batangas, Philippines

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Abstract: *In recent years, researchers became interested in witnessing the significant government focus on good public administration and quality service. This research aimed to determine the public service delivery of employees in the Bureau of Customs-Port of Batangas, Philippines. Survey questionnaire was used as the major data gathering instrument. Majority of the respondents are in the age bracket of 35-39; male; highest educational attainment is college; importers; attended professional trainings/ seminar; less than three (3) years transacting at the port and with complex transactions. Managerial accountability, funding/management of resources and leadership was agreed by the stakeholders that these variables are being practiced by Customs employees in the delivery of public service. It was found out in the stakeholders' assessment that sex, educational attainment and number of years transacting at the port was not significant to all variables. However, age, type of stakeholder, and type of business transaction rendering in the port was significant only in term of leadership. And lastly, trainings/ seminars attended is the only demographic profile which is significant to all the variables. The researcher proposed a plan of action based on the result of the study which consist of the areas concern, findings, objective/s, person involved and expected outcomes which may improve the delivery of service at Bureau of Customs- Port of Batangas.*

Keywords: *accountability, ease of doing business, leadership, public service delivery, stakeholders*

I. INTRODUCTION

In order to promote economic progress and development, the government needs to provide a sustainable source of funding for social projects and public investment (FIAS, 2009). Plans to provide health, education, infrastructure, and other services are important to achieve the common goal of a prosperous, fully functional, and orderly society, and require the government to increase revenue. Taxes are not only used to pay for public goods and services, but also an important part of the social contract between citizens and the economy.

In the article published by The Manila Times (2018), queueing has become a national past time in the Philippines. But now, a new law has finally changed the way that people perceive and deliver government service. Bureaucratic processes and red tape have long been embedded in the government system. It is a burden that the public continues to carry in their everyday lives. The Anti-Red Tape Act (ARTA) has already been implemented since 2007 which is one of the conspicuous policy tools in improving its frontline service delivery, but there are still loopholes in the processes such as people need to waste long hours of waiting in line to obtain goods and services they have paid for or are willing to pay for.

Many investigators such as Mendoza (2015), have recently turned to change the mindsets of different challenges of public administration and set a comprehensive policy reforms and good governance initiatives that will promote a culture of integrity, accountability and transparency in the country.

Generally, this research aims to determine the efficient role of customs administration in economic development and services in the trade community in particular in line with the implementation of the ease of doing business act by offering streamlined procedures to its stakeholders. Also, as a Licensed Customs Broker, the researcher wants to integrate the experience of the transacting public in the creation of a more innovative and skillful plan of action. This was also designed to evaluate the implementation of the newly-introduced law in the services of Bureau of Customs Port of Batangas in order to contribute in policy formulation on how the government will conduct advocacy activities, intensify its anti-corruption efforts, and enhance its coordinating mechanisms, continue investment in technologies, and provide capacity-building interventions, among others.

II. RELATED LITERATURE

The public sector is, collectively, the world's largest service provider (Ramachandran, 2014). As specifically mandated by legislation, the one considered as passive vehicle for implementing social policy for the benefit of its people is this so called public sector. Therefore it can be noted the vital role of the state in making available the essential public goods and services that will ensure the minimum level of of well-being to everyone.

Humphreys (2018) define the term public service which is mainly, or completely, funded by taxation. Zimmerman (2014) pointed out in creating ways of distributing funds for both public entity and citizens who received these services. Because of their potential implications for the development of delivery systems, it is very important that specific issues and challenges must be acknowledged and discussed. Also, Aldridge (2016) emphasized his definition of efficiency as to the entire process of turning public money into positive outcomes for individuals and society.

The government of the Philippines passed the Republic Act 11032 or commonly known as the Ease of Doing Business Act of 2018 to boost gobal competitiveness and attracy more local and foreign entrepreneurs. The law make it easier to start and operate a business in the country and most specifically to cut excessive red tape. Automation of business registration processes and zero-contact policy are just few of the key functionalities of this law wherein corruption and accountability will also be addressed (Kittelson, 2019).

O'Neill (2013) observed that intelligently place trust ought to be the objective in public service. Public trust and certainty is assembled and kept up by the public area showing skill, dependability, and genuineness to represent what these three ascribes. Competence can incorporate the characteristics of mastery, execution, capacity, proficiency, and adequacy. In addition, Sumra (2019) pointed out that the greater part of the examinations research conveyance of public administrations on reasonableness is utilizing the view of residents. Researchers have recognized that all people have various dreams of reasonableness and equity in the delivery of public service. They have also discovered that different perspectives of the citizens are significant in applying reasonableness and equity in the conveyance of public administrations.

Brillantes (2011) believes that responsive governance is the key to restoring trust in government. It is in this context that public administration reform is imperative to achieve responsive governance and restore trust in government. In a government full of corruption, inefficiency and ineffectiveness, restoring trust is the most important thing. Public misperception of government is challenging, and restoring people's trust is an equally important issue. As indicated by Justus (2012), over the most recent couple of years, most public administrations in the world has concentrated on the requirement for the arrangement of better and open administrations to residents. This change led to significant popular expressions like accountability, open government and transparency, which have end up being basic drives in pushing the plan for opportunityfor the open government information drive.

As per the investigation of Charron, N. et al. (2017), the unique situation and difficulties of the public help are changing at a high speed, and the abilities of local officials and the individuals who lead them should continually change. OECD nations progressively perceive the crucial commitment of powerful open administration and initiative to address complex administration challenges, and to empower public area advancement. For intsance, McCarthy (2015), argued that the present public area pioneers are being approached to work with less assets and constantly discover better approaches to handle difficulties.

III. METHODOLOGY

Using the descriptive method of research, the researcher gathered reliable information and came up with a more precise conclusion that is useful in completing in the study. With the descriptive type of research, all essential information were gathered and facilitated to achieve the best possible results. Furthermore, the researcher thought that this method is the most suitable for this study because descriptive study is usually concerned with describing a population with respect to important variables with the major emphasis on establishing the relationship between the variables.

The respondents were derived from the stakeholders transacting at Bureau of Customs-Port of Batangas including but not limited to importers, exporters and customs brokers. From the population of 335 customs brokers, 450 importers and 29 exporters (as of October 2020), the researcher used Raosoft calculator at 5 percent margin of error and power probability of 0.95 to arrive at the sample size because it allows the researchers to sample the population with a desired degree of accuracy. It gives an idea of how large the sample size needs to ensure a reasonable accuracy of results. One hundred forty-four (144) importers, one hundred seven (107) customs brokers and eleven (11) exporters, a total of two hundred sixty-two (262) constituted the subjects of the study. They represented those who deal with BOC-POB and are willing to participate.

To gather information and data, the researcher used a survey questionnaire which is a consolidation of different concepts from various literatures regarding public service delivery. The questionnaire is composed of two parts. Part I included the profile of the respondents in terms of age, sex, highest educational attainment, civil status, number of years transacting in the port and type of business/transaction rendering in the port and Part II assessed the public service delivery among employees of Bureau of Customs- Port of Batangas in terms of managerial accountability, funding/management resources and leadership.

The researcher gathered pertinent information and facts from different books, articles, paper reviews, journals, electronic data and other studies from other researchers. The researcher utilized the available e-learning resources and databases since libraries of different schools and universities were still closed due to the general community quarantine which is still in effect and in order to come up with a research instrument and information which will contribute in the development of the paper. After the approval of the questionnaire, the researcher asked the permission of the Office of the District Collector of Port of Batangas on the distribution of questionnaire. The researcher distributed the questionnaire based on the computed number of respondents per stakeholder. The respondents, in their place of business, accomplished the survey questionnaire. Data were gathered and retrieved through face-to-face communication with the respondents and electronic means.

IV. RESULTS AND DISCUSSION

A. Profile of the Respondents

Table 1
Profile of the Respondents

Age bracket	Frequency	Percentage	Rank
20-24	61	23.3	2
25-29	45	17.2	4
30-34	58	22.1	3
35-39	65	24.8	1
40-44	16	6.1	5
45-49	7	2.7	6.5
50-54	7	2.7	6.5
55-59	0	0	9
60 and above	3	1.1	8
Total	262	100	
Sex	**Frequency**	**Percentage**	**Rank**
Male	190	72.5	1
Female	72	27.5	2
Total	262	100	
Highest Educational Attainment	**Frequency**	**Percentage**	**Rank**
College Degree	237	90.5	1
Master's Degree	25	9.5	2
Doctoral Degree	0	0	3
Total	262	100	
Type of stakeholder	**Frequency**	**Percentage**	**Rank**
Customs Broker	107	40.8	2
Importer	144	55	1
Exporter	11	4.2	3
Total	262	100	
Trainings/ Seminars attended	**Frequency**	**Percentage**	**Rank**
Technical	81	30.92	4
Quality	59	22.52	5
Skills	104	39.70	2
Professional	166	63.36	1
Team	97	37.02	3
Safety	42	16.03	6
Number of years transacting in the port	**Frequency**	**Percentage**	**Rank**
Less than three (3) years	115	43.9	1
Three (3) to five (5) years	79	30.2	2
Six (6) to Nine (9) years	45	17.2	3
Over ten (10) years	23	8.8	4
Total	262	100	
Type of business/transaction rendering in the port	**Frequency**	**Percentage**	**Rank**
Simple Transaction (1-3 Days Transaction Time)	104	39.7	2
Complex Transaction (4-7 Days Transaction Time)	126	48.1	1
Highly Technical Transaction (8-20 Days Transaction Time)	32	12.2	3
Total	262	100	

The profile of the respondents includes age, sex, highest educational attainment, type of stakeholder, trainings/ seminars attended, number of years transacting in the port and type of business/transaction in the port which are considered relevant in this study. They may influence the assessment of respondents on the public service delivery among employees in the Bureau of Customs-Port of Batangas. Table presented showed the frequency distribution, percentage and rank of the respondents clustered according to identified profile.

It can be gleaned in the table that sixty-five (65) of the respondents which is equivalent to 24.8 percent belonged to the age bracket of 35- 39 years old. There were sixty-one (61) respondents or 23.3 percent identified in the age bracket of 20-24 years old based on the result. Out of two hundred sixty-two (262) respondents, fifty-eight (58) are in the age bracket of 30-34 years old or equivalent to 22.1 percent of the total identified respondents. In the result, the reason most number of respondents are in the age bracket of 20-39 is most of them are practicing their professions in the field of customs brokerage profession and even in the logistics industry. The result was supported by the study of Göbel, C. & T. Zwick (2012), that older workers today are healthier, better educated, and more computer savvy than in the past and, in terms of these basic characteristics, look very much like younger workers. In addition, they bring more to the job in terms of skills, experience, and professional contacts.

Table revealed that majority of the respondents were male with a total frequency of one hundred ninety (190) or 72.5 percent, while female respondents garnered a total frequency of seventy-two (72) which is equivalent to 27.5 percent. This suggests that most of the stakeholders transacting at the port are male which are being sent by different companies to perform documentary job requirements. From this standpoint, men seek out jobs that reinforce masculine traits and this would explain the predominance of men in helping profession. On the other hand, women would be expected to seek higher paying jobs with more authority to reinforce their sense of femininity. This was supported by the study of Catalina et al (2017) that the nature of the work outside the firm requires decisive-making activities, caring and nurturing as well as techniques which can be effectively done by the male.

The outcome of the data gathered showed dominance of college graduates representing two hundred thirty-seven (237) respondents with 90.5 percent among the two hundred sixty-two (262) respondents. It comprised the highest percentage and ranked first in the list of items. However, respondents who obtained post-graduate studies garnered a very little frequency of twenty-five (25) which is equivalent to 9.5 percent and no respondents answered for doctoral degree. Probably, these respondents who obtained their degree in college mostly customs brokers as seen in the result regarding type of stakeholder, are graduates of BS Customs Administration program, which is an industry requirement for a job entry level to become a declarant or brokerage firm employee. This could be attributed to the fact that graduates are expected to have commenced the practice of their profession either in the industry representing their clients before any government agencies; in the government as technical professionals occupying frontline to supervisory positions; or in the private sector in similar positions. The view of Joubert (2020), supported this scenario on obtaining bachelor's degree that used to be a way for students to stand out from others in a highly competitive job market. It was also noted the importance in today's world of start-up entrepreneurs and self-employed business owner of earning a college degree which is very important to their success in today's market.

It can be noted in the table that out of two hundred sixty-two (262) respondents, results revealed that majority of the stakeholders transacting at the Bureau of Customs-Port of Batangas are importers having a total frequency of one hundred forty four (144) or 55 percent. The dominance of importers from the total number of respondents based on the above result signifies that every country, including the Philippines, cannot be considered as self-sufficient, because all countries are determined to import. The findings were supported by the study of Buted et al. (2018). It was discussed in the said study that imports provide countries with access to goods and services from another nation. Without imports, a country would be limited to the goods and services within its own borders and since no country can be self-sufficient, every country is determined to import but as for everyone's knowledge, importations have two sides, the positive and the negative.

It can be deduced in the table that majority of the stakeholders transacting in the Bureau of Customs-Port of Batangas clearly value and give importance in attending professional or legal training and seminars, because out of two hundred sixty-two (262) respondents, one hundred sixty-six (166) or 63.36 percent of them assess that they actually attended these kinds of seminars and trainings. It was defined by Silkey (2010), that the term professional training is a type of training required to be up to date in one's own professional field. The foregoing data in relation to the results revealed in the table that second highest number of stakeholders are customs brokers, meaning they are licensed professionals. Therefore, if they are licensed professionals, they need to adhere to the standards of Republic Act 10912 or the Continuing Professional Development Act of 2016.

It was also noted in the Professional Regulatory Board for Customs Brokers Resolution No.5 Series of 2017, specifically in Section 7, and it can be used as a support why professional trainings and seminars are prioritized by these respondents. Activities which are major areas of CPD activities for Customs Brokers are divided into four (4) areas that include (1) code of ethics for customs brokers and management, responsibility, standards of practice and other competencies, (2) all laws relating to customs and tariff including rules and regulations affecting the practice of customs brokers profession, (3) updates on international conventions, agreements and treaties on trade and (4) supply chain and logistics management.

A quick glance at the table shows that the bulk of the respondents were transacting at the Bureau of Customs-Port of Batangas for less than three (3) years garnering a total frequency of one hundred fifteen (115) or equivalent to 43.9 percent of the total respondents. Based on the results revealed in the table, majority of the respondents are Customs Brokers, and as licensed professionals after passing the Customs Brokers Licensure Examination, the entry level position for them is to pursue among others different career occupations like declarant, import tax specialist, logistics assistant and specialist, just like the nature of work in the Bureau of Customs.

The respondents' type of business transaction rendering in the port is also considered in this study. It can be noted in Table 10 that out of two hundred sixty two (262) respondents, one hundred twenty-six (126) of them or equivalent to 48.1 percent are transacting at the Bureau of Customs Port of Batangas with complex transactions. It was defined by the Joint Memorandum Circular No. 2019-001 or the Implementing Rules and Regulations of Republic Act No. 11032 otherwise known as the Ease of Doing Business and Efficient Government Service Delivery Act of 2018 that the term complex transactions are applications and requests submitted by applicants or requesting parties of a government office which necessitate in the resolution of complicated issues by an officer or employee of said government office, such transactions to be determined by the office concerned.

B. Public Service Delivery among Employees in the Bureau of Customs Port of Batangas

Table 2
Assessment of the Respondents on the delivery of efficient public service in the BOC- Port of Batangas in terms of Managerial Accountability

Indicators		WM	VI	Rank
1	Observe the overall principles of equity and fairness.	3.06	Agree	7.5
2.	Support the process of learning from mistakes and successes, ensuring that external views are taken into account.	3.10	Agree	5.5

3.	Uphold and apply the principles of equality and diversity and ensure fairness and openness to all sections of the community.	3.00	Agree	9
4.	Recognize the Bureau's responsibilities towards its wider communities, society, and the environment.	3.40	Agree	1
5.	Foster collaboration with other related agencies as well as with other organizations	3.16	Agree	5.5
6	Provide complaints and redress mechanism.	2.92	Agree	10
7	Produce several performance measures concerning the quality of services.	3.24	Agree	2.5
8	Place high emphasis on giving prompt assistance to resolve inquiries or complaints from the clients.	3.06	Agree	7.5
9	Give full and accurate accounts of their activities, and have in place governance and management arrangements suitable to address any concerns.	3.24	Agree	2.5
10	Communicate clear and positive vision and mission of the Bureau.	3.21	Agree	4
	COMPOSITE MEAN	**3.14**	Agree	

Managerial Accountability. As the term suggests, it refers to governance in terms of the regime of laws, rules, judicial decisions, and administrative practices that constrain, prescribe, and enable.

It can be seen that they have their own perception in assessing which particular viewpoint of them are in the highest rank in terms of managerial accountability of Customs employees the provision of publicly supported goods and services. It cannot be denied that the importance of accountability in public service is vital to properly deliver all the provisions of information, as well as explanation and justification of actions, activities and choices of different concerns.

Statements/ indicators regarding managerial accountability of Bureau of Customs employees at Port of Batangas are all agreed by the stakeholders as depicted in Table 2 as implied by the composite mean of 3.14. This suggests that BOC employees are considering the arising need for public accountability in order to achieve the trusted relationship between the agency and the stakeholders. It is about BOC employees demonstrating its competence, reliability and honesty in a way that allows the public to judge the trustworthiness of the agency in using government fund and resources.

To justify the abovementioned claim, O'Neill (2013) observes that employees in government service should not necessarily strive for more trust everywhere, but instead, "intelligently placed trust" should be the goal, which requires "judging how trustworthy people are in particular respects". Public trust and confidence is built and maintained by the public sector demonstrating competence, reliability, and honesty.

As also portrayed in Table 2, it was agreed by stakeholders that employees of Bureau of Customs-Port of Batangas recognize the Bureau's responsibilities towards its wider communities, society and the environment based from the computed mean of 3.40. This suggests that Bureau of Customs employees require its stakeholders to be knowledgeable of public trends specifically those happening inside the Bureau and in order to deliver the capacity to act together toward the solutions.

In like manner, stakeholders transacting at the port agreed to the statement that BOC employees produce several performance measures concerning the quality of services and give full and accurate accounts of their activities and have in place governance and management arrangements suitable to address any concern from the computed mean of 3.24. "You cannot manage what you cannot measure", this adage greatly supported the claim above on the importance of producing performance measures concerning the quality of services. Because, through performance measures, it can identify and track progress against organizational goals, identify opportunities for improvement and compare performance against both internal and external standards.

In justifying the foregoing result, according to World Customs Organization (WCO) Research Paper No. 13, entitled “An Overview of Performance Measurement in Customs Administrations” published last April 2011, performance measurement is a contributory tool for successful modernization. The main underlying idea of performance measure is to help in decision making using data which is as objective as possible. Some Customs administrations have implemented performance measures because they are facing budget constraints. They are, thus, most interested in efficiency for instance the correlation between costs and results of Customs houses or technological means. This is why they are applying performance measures at the organizational level in order to drive their strategy of deploying human and material resources on the ground. Finally, this suggests that performance measure can be also a tool to fight against corruption since corrupt practices means weaker performance of customs functions.

Funding/ Management of Resources. This particular variable according to Khalil (2012) greatly plays an important role in assessing the efficient public service delivery of employees in the Bureau of Customs-Port of Batangas. Table 3 presents the self-assessment of stakeholders transacting at the port regarding the compliance of Customs employees regarding funding/ management of resources.

The calculated composite mean of 3.16 as revealed in Table 3, signifies that the assessment of stakeholders including customs brokers, importers and exporters transacting at Bureau of Customs-Port of Batangas regarding the public service delivery of Customs employees was agreed in terms of funding/management of resources. Therefore, in this parameter, Customs employees manage their various resources effectively. It also signifies that employees give importance to the basic principle in government service that public resources should be applied for the best possible public benefit. This is clearly evident in the Bureau of Customs-Port of Batangas’ rules, policies and procedures regarding their public service delivery. In can also be taken to include that Customs employees, based on the stakeholders’ assessment, have entered into and managed funding arrangements according to the principle of lawfulness, accountability, transparency, value for money, fairness and integrity.

Table 3
Assessment of the Respondents on the delivery of efficient public service in the BOC- Port of Batangas in terms of Funding/Management of Resources

	Indicators	WM	VI	Rank
1	Have the materials and equipment needed for their job to deliver the best possible service to their stakeholders.	2.91	Agree	9
2.	Have the necessary information, training and equipment needed to ensure health and safety at work.	3.24	Agree	3
3.	Maintain detailed and up-to-date records for supplies, office equipment, for etc. for the use of the transacting public.	3.48	Agree	1.5
4.	Provide suitable workspace for their job requirements.	3.21	Agree	4
5.	Ensure that funds are used properly and appropriately in the manner approved by the authority.	2.83	Agree	10
6	Provide effective instructions for their online and system applications for various customs processes.	3.19	Agree	5
7	Act within the law, and meet their legal obligations.	3.48	Agree	1.5
8	Manage public resources with utmost integrity.	3.16	Agree	6
9	Use resources effectively, economically, and without waste in achieving their policies and end-user benefits.	3.07	Agree	7
10	Act in a way that is – and is seen to be – transparent.	3.03	Agree	8
	COMPOSITE MEAN	**3.16**	Agree	

Stakeholders noted that Customs employees at Port of Batangas maintain detailed and up-to-date records for supplies and office equipment for the use of the transacting public and act within the law, and meet their legal obligations. This is attributed based on the result exhibited in Table 3 by garnering a total weighted mean of 3.48, being the highest among all the indicators for this parameter. The abovementioned result emphasizes the importance of good record keeping in a particular organization, and the significance of meeting the legal obligations to avoid experiencing serious problems in the future. This was supported by the study of Justus (2012) that most of the government, including the Philippines, has focused its attention on the need for the provision of better public services to its stakeholders. It primarily focuses on a more cost-effective and efficient public service system that guarantees cheaper, faster and more targeted services that is service delivery in a transparent, participatory and accountable manner.

Leadership. Table 4 presents the assessment of stakeholders on the public service delivery of Customs employees in terms of leadership.

The critical responsibility of BOC employees to good public governance/ public leadership, including good planning, efficiency, transparency and accountability were also assessed in this study and clearly exhibited in the preceding table. The calculated composite mean of 3.21 suggests that stakeholders including customs brokers, importers and exporters who assess the public service delivery of employees at Port of Batangas, agreed that these Customs employees are constantly improving their public service capability, productivity and innovation to meet stakeholders' expectations and rebuild trust in government. The result also signifies that Customs employees are properly equipped with skills and competencies, and explore options to develop mechanisms and incentives that can enhance and reinforce employees' abilities to lead innovation in doing their job as public leaders in international trade.

It can be gleaned in Table 4 that stakeholder-respondents agreed with a computed mean of 3.44, being the highest from all of the indicators for this parameter, that Customs employees strive to ensure that they are openly and honestly sharing the actions of organizational unit with others. The findings show that stakeholders value the organization leverage because as the saying goes, openness is a surefire path to better and faster innovation. At its core, collaboration involves joint work. It is undertaking something together with the understanding that working this way will produce superior results.

Table 4
Assessment of the Respondents on the delivery of efficient public service in the BOC- Port of Batangas in terms of Leadership

	Indicators	Weighted mean	VI	Rank
1	Justify and explain actions to stakeholders.	3.34	Agree	2
2.	Act in accordance with governmental rules and regulations.	3.27	Agree	6
3.	Connect with stakeholders actively.	3.03	Agree	9
4.	Encourage their colleagues to explain their actions to various stakeholders.	3.28	Agree	5
5.	Emphasize the importance of answering questions from clients.	3.09	Agree	8
6	Strive to ensure that they are openly and honestly sharing the actions of organizational unit with others.	3.44	Agree	1
7	Ensure that they accurately follow the rules and procedures.	3.29	Agree	4
8	Stimulate other colleagues to implement political decisions, even if that means additional responsibilities should be taken up.	3.12	Agree	7

9	Treat clients/ customers as individuals, support and encourage their development.	3.30	Agree	3
10	Practice the values they preach.	2.99	Agree	10
	COMPOSITE MEAN	**3.21**	Agree	

Moreover, it is also demonstrated in Table 4 that based on the assessment of stakeholder-respondents, it was agreed by them that Customs employees justify and explain actions to stakeholders based on a calculated mean of 3.34. This result was similar to the fourth indicator of which stakeholders also agreed. Stakeholders believed that Customs employees encourage their colleagues to explain their actions to various stakeholders garnering a total weighted mean 3.28. This means that participatory planning is being practiced by employees of the Bureau because it requires the involvement of concerned stakeholders. This includes identifying public concerns and values and developing a broad consensus on planned initiatives. It is also about utilizing the vast amount of information and knowledge that stakeholders hold to find workable, efficient and sustainable solutions.

C. Significant differences on the stakeholders' assessment on the abovementioned variables when grouped according to profile variables.

As depicted in Table 5, managerial accountability and funding/ management of resources are variables that were found not to be significant based on the respondents' assessment when grouped according to their age. This inference is supported by the f-value of 1.31 and p-value of 0.25 for managerial accountability, f-value of 0.279 and p-value of 0.96 for funding/ management of resources. The aforementioned p-values were higher than the significant value of 0.05 which resulted to the acceptance of the null hypotheses. It can be noted that most of the respondents are in the age group of 20-39 based on data exhibited in Table 1. Nonetheless, the computed p-value of 0.023 and f-value of 2.37 for leadership signify that it is lower than 0.05 level of significance thereby rejecting the null hypothesis.

Table 5
Significant Difference on the stakeholders' assessment when grouped according to profile variables

Difference in the Assessment in terms of Age				
Variables	**p-values**	**Computed f-values**	**Decision on Ho**	**Verbal Interpretation**
Managerial Accountability	.25	1.31	Failed to Reject	Not Significant
Funding/ Management of Resources	.96	0.279	Failed to Reject	Not Significant
Leadership	.023	2.37	Reject	Significant

Difference in the Assessment in terms of Sex				
Variables	**p-values**	**Computed t-values**	**Decision on Ho**	**Verbal Interpretation**
Managerial Accountability	.635	.475	Failed to Reject	Not Significant
Funding/ Management of Resources	.345	.00	Failed to Reject	Not Significant
Leadership	.167	.00	Failed to Reject	Not Significant

Difference in the Assessment in terms of Educational Attainment				
Managerial Accountability	.153	1.433	Failed to Reject	Not Significant
Funding/ Management of Resources	.413	0.82	Failed to Reject	Not Significant
Leadership	.513	0.655	Failed to Reject	Not Significant

Difference in the Assessment in terms of Type of Stakeholder

Variables	p-values	Computed f-values	Decision on Ho	Verbal Interpretation
Managerial Accountability	.107	2.25	Failed to Reject	Not Significant
Funding/ Management of Resources	.33	1.114	Failed to Reject	Not Significant
Leadership	.000	14.931	Reject	Significant

Difference in the Assessment in terms of Trainings/Seminars				
Variables	**p-values**	**Computed f-values**	**Decision on Ho**	**Verbal Interpretation**
Managerial Accountability	.000	28.866	Reject	Significant
Funding/ Management of Resources	.000	7.897	Reject	Significant
Leadership	.000	4.891	Reject	Significant

Difference in the Assessment in terms of Number of Years Transacting at the Port				
Variables	**p-values**	**Computed f-values**	**Decision on Ho**	**Verbal Interpretation**
Managerial Accountability	.499	.792	Failed to Reject	Not Significant
Funding/ Management of Resources	.996	.022	Failed to Reject	Not Significant
Leadership	.36	1.076	Failed to Reject	Not Significant

Difference in the Assessment in terms of Type of business transaction rendering in the Port				
Variables	**p-values**	**Computed f-values**	**Decision on Ho**	**Verbal Interpretation**
Managerial Accountability	.17	1.783	Failed to Reject	Not Significant
Funding/ Management of Resources	.70	0.357	Failed to Reject	Not Significant
Leadership	.04	3.265	Reject	Significant

It means stakeholders' assessment regarding leadership shows significant difference when grouped according to age. The result entails that stakeholders' age has a particular bearing when they assess the leadership qualities of Customs employees regarding public service delivery. It simply means that because of the stakeholders age, they are guided with enough experiences to prove and assess the public service delivery of these Customs employees if they actually do good public governance including good planning, efficiency, transparency and accountability.

As represented in the table, p-values of .635, .345 and .167 for managerial accountability, funding/management of resources and leadership respectively are higher than 0.05 level of significance, therefore constitutes acceptance of the null hypothesis. This means that these three variables in assessing the public service delivery of employees of Bureau of Customs-Port of Batangas did not show any significant differences when grouped according to sex. The earlier result infers that stakeholders who answered the questionnaire to assess the public service delivery of Customs employees proved that regardless of their gender or sex , the respondents still share the same view as far as public service delivery of customs employees are concerned. Meaning, notwithstanding their gender, assessment may still be the same if their experience towards these customs employees service delivery is considered.

As clearly shown in Table 5, the responses on the three variables concerning public service delivery of employees did not show significant difference when grouped according to educational attainment. The computed p-value of .153 for managerial accountability, .413 for funding/ management of resources and .513 for leadership is higher than 0.05 level of confidence. Thus, stakeholders' self-assessment on public service delivery with respect to the abovementioned variables did not vary significantly when grouped according to their educational attainment. This resulted to the acceptance of the null hypothesis. Customs brokers, importers, and exporters, regardless of their educational attainment realized that in assessing Customs employees regarding their service delivery, it should be taken to include that when persons are engaged in a government service, they should possess the highest possible standard of accountability and even leadership irrespective to client's educational attainment.

As indicated table 5, results revealed that the stakeholders' assessment regarding public service delivery of Customs employees in terms of managerial accountability and funding/ management of resources were found not to be significant when grouped according to type of stakeholder. It was evident based on the computed p-value of .107 and .33 for managerial accountability and funding/ management of resources respectively. This implies that the obtained p-values were higher than 0.05 level of significance which suggests the acceptance of the null hypothesis. To support the foregoing scenario, it can be deduced in Table 1 on the distribution of respondents in terms of type of stakeholder, that most of the respondents are importers. However, based on the result revealed in 5, it does not vary the perspective of who are the stakeholder-respondents when assessing the delivery of public service in terms of managerial accountability and funding/ management of resources. In contrary to the above discussion, it was clearly exhibited in Table 5 that from the three (3) parameters used to assess the public service delivery of Customs employees, only leadership is found to be significant when grouped according to type of stakeholder. This is evident on the computed p-value of .000 which is lower than 0.05 level of significance and thereby suggests the rejection of the null hypothesis. Probably, stakeholders who are mostly importers and customs brokers are expecting of the leadership of customs employees regarding their service delivery. It cannot be denied that in an agency like the Bureau of Customs blemished with corruption, inefficiency, and ineffectiveness, restoring trust is primordial thereby great leadership from its officials and employees should be considered.

A quick glance at the table result points out that the assessment of the stakeholders on the public service delivery of Customs employees in terms of managerial accountability, funding/ management of resources and leadership were all found to be significant when grouped according to trainings/ seminars attended based on the computed value of .000. for all of the variables. This means that the obtained p-values were lower than 0.05 level of significance which suggests the rejection of the null hypothesis. Surprisingly, it is the only parameter from this study that all the variables are found to be significant when grouped to a particular demographic profile. The result above simply means that most of the respondents who claimed that they actually attended professional or legal trainings and seminars which is clearly exhibited in Table 1, are properly equipped with enough knowledge to assess the service delivery offered by Customs employees. Also, stakeholders are updated regarding their profession and nature of work.

As in the case of the previous tables, result in Table 5 points out that the assessment of stakeholders on the public service delivery of employees in terms of managerial accountability, funding/ management of resources and leadership did not show any significant difference when grouped according to number of years transacting at the port. The assessment on managerial accountability, funding/management of resources and leadership did not show significant differences since the obtained p-values of all the variables were higher than 0.05 level of significance which suggests the acceptance of the null hypothesis. The above scenario can be discussed in relation to the result presented in table 1 on the distribution of respondents in terms of their number of years transacting in the port. The result shows that most of the respondents are transacting at the port less than three (3) years. But, the result provided in table 5 simply means that it did not show any relevance in the assessment of public service delivery among Customs employees when it was grouped according to number of years transacting in the port. This suggests that, whether a particular stakeholder is transacting even in short period of time, the delivery of public service of Customs employees remain constant even if the stakeholder is transacting for a longer period.

As can be deduced from the table, stakeholders' assessment regarding public service delivery of Customs employees in terms of managerial accountability and funding/ management of resources revealed not to be significant when grouped according to type of business transaction rendering in the port. This finding was supported by the computed p-value of .17 and f-value of 1.783 for managerial accountability, while the computed p-value of .70 and f-value 0.357 for funding/ and management of resources. The aforementioned p-values were higher than the significant value of 0.05 which resulted to the acceptance of the null hypothesis. This suggests that whether stakeholders' business transaction at the port is simple, complex or even highly technical, it does not affect the assessment of public service delivery in terms of managerial accountability and funding/ management of resources. On the other hand, the stakeholders assessment on the public service delivery of Customs employees in terms of leadership were found to be significant since it was lower than the significant value of 0.05 thereby rejecting the null hypothesis. Therefore, it infers that the public service delivery of customs employees when grouped according to type of business transaction of a stakeholder, whether it is simple (or those transactions that require 1-3 days transaction time, complex (or those transactions that require 4-7 days) and highly technical (8-20 days) have a bearing or assessment is considered relevant. To justify, it can be noted that these kind of transactions, from simple to highly technical require an intensive decision making and involve ministerial functions of BOC officials.

V. CONCLUSIONS AND RECOMMENDATIONS

Conclusion

1. Majority of the respondents are in the age bracket of 35-39 ; male ; highest educational attainment is college ; importers ; attended professional trainings/ seminar ; less than three (3) years transacting at the port and with complex transactions. Managerial accountability, funding/ management of resources and leadership were agreed by the stakeholders according to their assessment that these variables are being practiced by Customs employees in the delivery of public service.
2. It was found out in the stakeholders' assessment that sex, educational attainment and number of years transacting at the port were not significant to all variables. However, age, type of stakeholder, and type of business transaction rendering in the port was significant only in term of leadership.
3. And lastly, trainings/seminars attended is the only demographic profile which is significant to all the variables. The researcher proposed a plan of activities based on the result of the study which consists of the areas concerned, findings, objective/s, persons involved and expected outcomes which may improve the delivery of service at Bureau of Customs- Port of Batangas.

Recommendation

1. The Bureau of Customs – Port of Batangas, aside from reaching revenue collection targets, may also focus on meeting customer expectations and delivering customer satisfaction so that more attention can be served to the customer through adding measures of efficiency.
2. It is highly recommended that technological advancements be sustainable and employees are provided with the right tools and equipment so they can perform their duties efficiently and on time. As the agency transitions from one administration to another, each Commissioner wants a legacy of his/her own- hence scrapping the efforts from previous management. The leaders may prioritize ease of doing business and restoring public trust.
3. Alongside revenue collection, trade facilitation should also be of utmost importance. Offer goals that are achievable.

4. Also, provide clear direction to supervisors and employees to help clarify expectations. This will help to increase BOC employees' productivity, as they will have a clear focus and clear goals.
5. For BOC employees may pursue graduate studies in order to gain more in-depth understanding of specialty and career focus.
6. For future researchers, further study with a different locale and variables is recommended.

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The Evolution of Vocational Education Titles in China: A Historical Investigation
職業教育稱謂的中國演進—基於歷史的考察*

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Abstract*: The evolution and debate of Chinese vocational education names can be seen as a complex cultural phenomenon. This phenomenon includes not only the conflict between local culture and foreign culture, but also the conflict between various foreign cultures. It is because of these conflicts that the evolution of the name of vocational education has finally become a matter of linguistics. This article discusses the name of vocational education in China by sorting out the development history of vocational education in China, examining contemporary vocational education practice, and thinking about the future development direction of vocational education. Through the research, this article thinks that only with a certain understanding of the characteristics and essential attributes of vocational education as a kind of education, can the complex issue of the name dispute be resolved.*

Keywords*: Industrial Education, Technical Education, Traditional Apprenticeship, Vocational Education, Vocational and Technical Education*

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I. 前言

孔子在《論語・子路第十三》中提出“名不正，則言不順;言不順，則事不成” [1]。在某種程度上說，正名是學術研究的原點。孟景舟曾指出：“職業教育名稱問題，是職業教育學科建設中的一個核心問題。”[2]職業教育是中國在近代才從西方國家引進的一種教育模式，與國外相類似，職業教育一詞在中國也一直飽受爭議。職業教育雖然是一個舶來品，但在中國的實踐可追溯到原始社會中的傳統學徒制，最遲至唐宋時期已經在手工業、商業中出現了有確切文獻記載的傳統學徒制職業教育[3]。經過近代洋務運動的新式教育的拓荒，再經歷二十世紀初的實業教育實踐，中國的職業教育最終才在二十世紀上半葉確立，並在中國社會中產生比較廣泛的影響力。總的來看，近現代

[1] (宋)朱熹.《四書章句集注》，北京：中華書局，1983，第 142 頁.
[2] 孟景舟. 關於職業教育名稱的百年之爭 J.職教論壇，2011(16).
[3] 中國古代、近現代行會情況可參閱全漢昇所著的《中國行會制度史》，河南人民出版社，2016.

以來，中國在職業教育實踐中曾使用過實業教育、職業教育、技術教育和職業技術教育等指代其稱謂。一百多年來職業教育名稱的爭論，其實反映出職業教育實踐的推進和理論認識的進一步深化，也反映出職業教育研究旺盛的生命力。“任何問題的爭論最初基本上都是概念之爭，最終也還是概念之爭”[4]我們認為，職業教育名稱變更並不是單純的稱謂改變，而是該概念從內涵到外延都產生了極大的變革過程，這種變革往往與中國職業教育所處的社會形態、社會環境、歷史文化傳統等都有緊密的關係。我們試圖從職業教育概念外延中的時間視角入手進行探討，以期能拋磚引玉。

Ⅱ. 傳統學徒制與實業教育

1. 傳統學徒製

教育是人類社會特有的社會現象，從廣義上來講，只要人類產生，教育也就產生了。法國社會學家、哲學家勒圖爾諾在十九世紀下半葉著的《動物界的教育》一書中，從生物學的角度認為動物生存競爭的本能是教育產生的基礎。而二十世紀上半葉的美國教育家孟祿在《原始部落及其最簡單形式的教育》的書中對“生物學起源說”進行批判，從心理學的角度認為兒童對成人的模仿是教育產生的基礎。蘇聯的教育研究學者米丁斯基和凱洛夫在批判了“生物學起源說”和“心理學起源說”後，依據恩格斯的專書—《家庭、私有制和國家的起源》以及《勞動在從猿到人轉變過程中的作用》一文，認為教育起源於勞動。在原始社會中，勞動主要表現為物質生活資料的獲取，人們積累了一定的生產和生活經驗后，需要把自己的技能、技巧傳承給後人，這種傳承限於當時的社會條件，只能傳給以血緣、姻緣和地緣關係為紐帶的小範圍的後代，這種傳授生存勞動技能的教育形態就是傳統學徒制，是職業教育的雛形。

原始社會中產生的傳統學徒制職業教育經歷了奴隸社會、封建社會、資本主義社會的嬗變，一直延續至今，其教育的核心內容基本穩定，主要由師傅、學徒和技藝三個要素組成。傳統學徒制教育下，師徒之間在拜師前大多已經存在血緣、親緣、地緣和熟人等比較密切的人際關係。拜師時通常都需要準備一定的錢財和禮物，並遵循一定的程式、按照一定的儀式來進行拜師禮儀，使得學徒和師傅之間建立起一種類似於親緣關係的緊密師徒關係。拜師后，學徒便跟隨著師傅共同工作和生活，通常要無條件地為師傅勞動，並且承擔各種雜役;而師傅則有義務把自己的技藝傳授給學徒，並把

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[4] 翟海魂.《發達國家職業技術教育歷史演進》，上海教育出版社，2008，第 7 頁.

學徒培養為像自己一樣能夠在該行業中生存的獨立的經濟個體。值得強調的一點是，在傳統學徒制教育中，師傅是占絕對主導地位的，出於“教會徒弟就餓死師傅”的現實顧慮，除自身的努力之外，學徒能夠學到多少技藝和經驗，主要還是取決於師傅。

傳統學徒制能在世界各地經久不衰，有其獨特的內在優勢。在傳統學徒制中，師傅一般就是作坊主，學徒就是雇員，作坊、店鋪等就是教育的場所，生產的過程就是教育的過程。這不僅有助於學徒更好地進行職業技能訓練，做中學，在學習技能的過程中既能夠掌握技能又能積累經驗;同時還能保證學到的技術是被限定在行業範圍之內的，能較好的適應傳統手工業生產、商業經營活動的特點與需求。但隨著生產力的進一步解放和發展，尤其是工業革命後機器生產的興起，生產活動的標準化與擴大化，對技術型人才的需求日益提高，傳統學徒制培養的人才知識文化水準受限且無法大規模培養，越來越難以滿足工業化生產活動對批量化技術型人才的需求，因而逐漸退出職業教育的主體，學校職業教育和職業培訓日趨成為職業教育的主流。

當然，作為從原始社會產生，一直延續至今的傳統學徒制職業教育具有獨特的價值，它特別適應於個人化、小規模化人才的培養，諸如大國工匠、各級非物質文化遺產傳承人、純手工製作工藝品人才、技能大師、勞模工匠等。

2. 實業教育

19 世紀 60 初至 90 年代中期，面對西方資本主義列強的入侵以及鎮壓太平天國運動的需要，清朝統治集團中的地主階級開明派在中國掀起了以“中學為體、西學為用”的洋務運動。洋務運動肇始於 1860 年曾國藩設立安慶軍械所，在中日甲午海戰後趨於停滯。在持續 30 多年的洋務運動中，洋務派先以”自強”為口號引進西方先進的生產技術，創辦新式軍事工業，訓練新式海陸軍;後為了解決軍事工業中的資金、能源、原料和運輸問題，又以“求富”為口號新辦輪船、鐵路、電報、紡織、採礦等各種新式民用工業。為了順利解決洋務運動中所需的人才問題，洋務派一方面選送學生出國留學，一方面效仿國外創辦新式學校，開設專門學堂，培養翻譯、軍事和科技人才。其中，左宗棠於 1866 年奏請在福建省福州市設立的福建船政學堂，因其學習“洋技”培養製造和駕駛船舶人才，而被一些學者認為是中國近代第一所技術學校。[5]此後，全國各地陸續興辦了一批新式軍工學堂。如 1867 年創辦的上海江南製造局附設機器學堂，1887 年創辦的福州電氣私塾，1892 年創辦的天津軍醫學堂等。洋務運動中洋務派設立

[5] 俞啟定.《中國職業教育發展史》，北京：高等教育出版社，2012 年，42 頁.

的新式學校有別於傳統的科舉應試學校，為近代中國培養了第一批本土新式專門人才。但限於洋務運動的影響力和對西方新式學堂的認識和引進的不足，這一時期的新式學堂的專業範圍多以軍事為主，鮮有民用，學堂管理多為照搬套用缺少本土化，還缺少相應的保障和制度規範，並沒有內化為國家的教育體系。

日本的明治維新開始於 1868 年，比中國的洋務運動還晚了 8 年。然而在 1895 年中日甲午戰爭中，曾經是中國學生的日本卻擊敗了中國。中日甲午戰爭的慘敗徹底將清朝統治的落後與腐朽暴露了出來。中日甲午戰爭后，中國社會引發了向日本學習的思潮，其中就包括實業教育。1896 年，由江西士紳蔡金台提議，張之洞上呈《江西紳商請辦小輪、瓷器及蠶桑學堂折》，擬設立中國近代第一所實業學校——高安蠶業學堂(該學堂雖獲得了朝廷的批准但並沒有正式招生)[6]。資產階級維新派創辦的學堂與地主階級洋務派興辦的新式學堂有很大不同，它不再依附於某個機構，而是獨立設置學校;培養的人才也不僅是滿足軍工需求，而是與國民生計密切相關的民用實業教育為主[7]，其主要服務於民族資產階級開辦的各類企業。雖然由於清政府中保守派的阻撓，1898 年，資產階級維新派領導的戊戌變法最終宣告失敗，但自此之後，清廷的目光不再局限於軍工學堂，也慢慢開始重視民用技術的教育和培訓了，這為傳統學徒制教育向實業教育的成功轉變打下了堅定的基石。

至二十世紀初，雖然“洋務運動”中創辦的造船、器械、鐵路、礦山等傳授技藝的學堂已經走過了幾十個年頭，但一直沒有一個固定的用以總括其事的稱呼，只是籠統地與同文館、算學館等一起視作“西學”。造成這種現象的原因，一是此類機構數量較少，門類分散，尚無统一的管理與規劃;二是由於早期各類新式學堂往往面臨著傳統文化的激烈排斥，聲名不揚。據現有材料來推斷，夏偕復於 1901 年首先使用“實業教育”[8]。從制度層面上看，1904 年清政府頒布的《癸卯學制》將實業教育制度作為其必要的組成部分。因此，一般認為實業教育是中國現代職業教育的正式開端。儘管 1904 年的“癸卯學制”以及之前頒布而未曾實施的“壬寅學制”都只有“實業學堂”而未見“實業教育”之名，但在時人議論當中，“實業”二字已經迅速壓倒了一切，無論是先前宣導“農工商學”的張之洞、嚴復，還是鼓吹“專門學”或“藝學”的康

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6 張文襄公奏稿(二十七).江西紳商請辦小輪、瓷器及蠶桑學堂析.

7 吳國榮.《清末民初職業教育研究》M，北京：中國社會科學出版社，2015 年，37 頁.

8 劉桂林. 中國近代職業教育思想研究 M. 北京:高等教育出版社，1997.

有為、梁啟超。到 1906 年，這些思想界的領袖都開始大談特談“實業教育”，而其他類似的名詞，如“職業教育”則只能處於“潛流”地位，乃至湮沒不聞。[9]

1911 年，孫中山領導的辛亥革命推翻了腐朽的清王朝統治，建立了中華民國。民國政府隨之陸續頒布了一系列學校教育的檔，史稱壬子癸醜學制。與清末的癸卯學制相較，這一新學制的實施使實業教育得到了穩步的發展，但發展狀況仍然遠不及普通教育。壬戌學制的實施並沒有緩解實業教育的尷尬處境，既沒有到達預期的效果也沒有獲得相應的成就。當時的實業學校畢業生“有以畢業於紡織專科，而為普通小學圖畫教員者矣;有畢業於農業專科，而為普通行政機關助理員矣;甚有留學歐美大學校專門畢業，歸而應考試於書頁機關，充普通編譯員者矣。所用非其學，滔滔皆是”。學生雖然接受了實業教育，但由於實業教育不適應經濟社會發展的盲目辦學，使得學生往往所用非所學，畢業后所從事的工作或專業不對口或毫不相關。黃炎培認為，實業學校畢業生嚴重失業的原因包括“一曰其設置拘統系而忽供求也;二曰其功課重理論而輕實習也;三曰其學生貧於能力而富於慾望也”。[10][11]可以看出，這一時期的實業教育的發展狀況並不理想且面臨著諸多的窘境。

實業教育英語為 industrial education，本義限於工業教育。實業教育是立足於近代中國的救亡圖存，並在洋務運動、戊戌變法等實業救國熱潮的推動下發展的，但限於中國近代民族資本主義的弱小，實業教育制度的實施並沒有解決國計民生問題。事實上，在當時混亂的政局和低下的生產力狀況下，任何先進的教育也無法創造奇跡。但是，沉浸在“教育救國”迷夢中的近代先驅們，卻寄希望一種更加完美的教育制度來改變“民生凋敝”的現實，而這種教育制度便是職業教育。職業教育英語為 vocational education，是指學成后可以直接謀生的教育，比實業教育包括的範圍更廣闊，更能適應近代中國落後的生產力。[12]1917 年 5 月，隨著中華職業教育社在上海的成立，職業教育取代了實業教育。

Ⅲ.職業教育

1.清末民國時期(1904-1949 年)

[9] 張宇. 論“實業教育”到”職業教育”稱謂的轉變 J.天津大學學報(社會科學版)，2012(03).
[10] 黃炎培.《職業教育論》M，北京：商務印書館，2019 年，第 166 頁.
[11] 黃炎培.《職業教育論》M，北京：商務印書館，2019 年，第 167-168 頁.
[12] 黃炎培.《職業教育論》M，北京：商務印書館，2019 年，第 59 頁.

中國近代實業教育向職業教育的轉向與社會形態、學校制度的更迭有著緊密的聯繫。實業教育和職業教育這兩個名稱都出現得稍晚且幾乎同步。1904 年，山西農林學堂總辦姚文棟就把實業教育稱為職業教育。姚文棟在《添聘普通教習文》中寫道："論教育原理，與國民最有關係者，一為普通教育，一為職業教育......"就目前文獻資料看，這是"職業教育"這一名詞的最早出現[13]。

20 世紀初期，美國著名教育家杜威的實用主義思想傳入中國，其"教育即生活"、"做中學"等教育理念對中國教育的改革和實踐產生了巨大的影響。1915 年，黃炎培到美國對美國教育進行了深入考察，得到了極大的啟發，回國后開始積極提倡及宣傳美式職業教育。1917 年 5 月，黃炎培等 48 名教育界和實業界人士在上海發起創辦中華職業教育社。1918 年，黃炎培認為："用教育方法，使人一方獲得生活之供給與樂趣，同時盡其對群之義務，名曰職業教育"，並宣佈職業教育分類為農業教育、工業教育、商業教育、家事教育和專門職業教育等五類。[14]經過這些教育家的努力探索，以黃炎培等人成立中華職教社為旗幟，職業教育的稱謂開始為教育界大部分人所接受。從國家政策層面上看來，北洋政府於 1922 年頒布實施的壬戌學制確定了職業教育的重要地位，正式用"職業教育"一詞取代了"實業教育"，完成了實業教育向職業教育的轉型，"職業教育"正式取得官方地位。此後，職業教育作為一種教育類型在實踐和理論研究中前行，至二十世紀三十年代，隨著日本侵華，時局動蕩，職業教育逐漸淡出了人們的視野，但職業教育的稱謂卻一直保持到了 1949 年。

2.建國初期至社會主義探索時期(1949-1966)

新中國成立后，職業教育這一稱謂被扣上了資本主義的帽子，作為一種專門教育類型的職業教育消逝了。1956 年蘇共二十大后，中蘇關係破裂。毛澤東開始深刻地意識到，中國不應該完全照搬套用蘇聯的模式，而是得"兩條腿走路"。1958 年 5 月，天津成立了全國第一所半工半讀學校。此後，手工業中學、農業中學、工業中學等具有職業性質的中學迅速形成了一定規模，職業教育在辦學實踐中具有一定程度的恢復。當然，在"教育為無產階級的政治服務，教育與生產勞動相結合"的教育方針要求下，所有的學校都必須把生產勞動列為正式的課程，"職業教育"與"教育"並沒有明顯

[13] 李藺田,王萍.中國職業技術教育史M.北京:高等教育出版社,1994:19，360，562.
[14] 黃炎培.《職業教育論》M，北京：商務印書館，2019 年，第 279 頁.

區別，而是成為了同義詞。但是，在文化大革命爆發后，這類教育被強加上資產階級雙軌制的帽子，受到了嚴厲的批判，職業教育這一稱謂再次銷聲匿跡。[15]

3. 改革開放后

改革開放后，教育領域的紊亂狀態開始得到了撥亂反正。“職業教育”這一名稱又開始復興。隨後，圍繞著是使用”職業技術教育”還是”職業教育”，學者們展開了一場激烈且持久的爭論。

在黨的十二大報告中使用的是”職業教育”，1982 年《憲法》又以”職業教育”代表這一類教育活動，並列入了國家教育事業組成部分中。但當時這類教育在黨和國家的檔中先後出現了多種與憲法不同的稱謂。如 1980 年曾稱為”職業、技術教育”“職業(技術)教育”或“職業技術教育”，在 1983 年後統稱為“職業技術教育”而廣泛沿用。在黨的十四大報告中，中共中央《關於建立社會主義市場經濟體制若干問題的決定》里，以及《中華人民共和國教師法》中都使用了“職業教育”的名稱。然而，關於職業教育這一名稱的爭論並沒有結束，許多場合仍在使用“職業技術教育”。如 1991 年國務院頒布的《關於大力發展職業技術教育的決定》中採用”職業技術教育”名稱。國務院學位委員會公佈的學科目錄中使用的稱謂是”職業技術教育學”。

1996 年 5 月 15 日第八屆全國人大常務委員會通過，1996 年 9 月 1 日實施的《中華人民共和國職業教育法》中採用”職業教育”名稱，並以法律形式確立了”職業教育”的官方地位，此後的黨中央和國務院等官方檔中都只有職業教育的表述。

4. 新世紀之交

1996 正式頒布的《職業教育法》標示著“職業教育”“技術教育”“職業技術教育”三者之爭暫時告一段落，“職業教育”再一次成為中國統稱這一教育類型的綜合概念。儘管頒布的《職業教育法》使用的是“職業教育”這一概念，但“職業技術教育”的使用仍然很廣泛，而職業教育的名稱之爭則從之前的三者之爭演變成了“職業教育”與“職業技術教育”二者之間的爭論。

有學者指出，”職業技術教育”這一稱呼之所以不科學，是因為其語法及邏輯紊亂，它可被理解為有關職業的技術教育，也可被理解為職業教育中的技術教育，很容

[15] 孟廣平.當代中國職業技術教育 M.北京:高等教育出版社,1993:21.

易產生誤解。因為職業教育在內容上其實已包括了技術教育，技術教育只是職業教育的一個部分，所以不必再用“職業技術教育”來表達與職業教育相同的概念。[16]根據國家教委職業技術教育中心所編著的《職業技術教育原理》一書中提出的將技術分為職業的與非職業的觀點，有學者認為很牽強也沒有必要，因為並不存在非職業的技術。在職業二字後面加上技術，顯然是在畫蛇添足。[17]

5.21 世紀以來

有學者指出，鑒於國家已經在法律上確定了職業教育的名稱，在宏觀上對職業教育的稱謂不宜改變。但作為學制系統的職業教育，應改名為技術教育;作為非學制系統的職業教育，應改名為職業培訓。[18]當然，也有學者認為職業教育概念已經包含“職業和技術教育”、“職業教育和培訓”、“技術和職業教育與培訓”等以上各個術語的含義，所以建議在今後一切正式與非正式的檔、報告、新聞和學術論文中統一使用“職業教育”一詞。[19]

在 2014 年 5 月，國務院發佈《關於加快發展現代職業教育的決定》檔後，教育部、發改委、財政部、農業部等六部委聯合在 2014 年 6 月印發《〈現代職業教育體系建設規劃(2014-2020)〉的通知》，明確使用”職業教育”的名稱，全篇檔里無”職業技術教育”的表述。2014 年 5 月，國務院發佈《關於加快發展現代職業教育的決定》，2019 年 1 月 19 日《國務院關於大力發展職業教育的實施方案》，2019 年 2 月 23 日的黨中央國務院發佈的《教育現代化 2035》等都使用的是“職業教育”這一稱謂。2022 年 5 月 1 日，重新修訂後實施的《中華人民共和國職業教育法》中，通篇俱為“職業教育”的表述。

Ⅳ. 技術教育與職業技術教育

1. 技術教育

新中國成立后，出現了”職業教育”和”技術教育”的名稱之爭。1949 年，新政協籌委員會在草擬《中國人民政治協商會議共同綱領》草案的“教育章”時，朱德、

16 李守福. 職業教育導論 M. 北京:北京師範大學出版社,2002:14.
17 孟景舟. 文本之誤：職業教育的語言學與歷史學視角(下)—職業教育的內涵與正名 J. 機械職業教育,2005(11):3- 5.
18 孟景舟. 文本之誤：職業教育的語言學與歷史學視角(下)—職業教育的內涵與正名 J. 機械職業教育,2005(11):3- 5.
19 王川. 職業教育的概念、學科及學科框架 J. 職業技術教育,2007(34):11- 14.

李立三、馬寅初、黃炎培等領導人建議將”發展職業教育”寫入《共同綱領》，但是有不少持反對意見者認為，職業教育是資本主義的產物，蘇聯沒有職業教育只有技術教育;並且新社會人人都享有勞動的權利，不存在謀求職業崗位的問題，需要的是不斷提高工作中的技術，技術佔主要地位，應命名為“技術教育”。黃炎培也表示，只要不因為名稱關係而同樣能發展職業教育，稱謂變化可以接受。因而新政協正式通過的《共同綱領》中指出”注重技術教育”。隨著中國加入社會主義陣營和社會主義改造的完成，在以計劃經濟為基礎的社會主義文化中，“職業”一詞被“工作”取代，致力於培養革命實業接班人的教育目的，將中專、大專、技工學校乃至本科通過“專業”連接成了一個整體，即單軌制和職業化。技術教育一詞也取代了職業教育，作為一種專門教育類型的職業教育名稱消逝了。

2.職業技術教育

1977 年，教育領域的混亂狀況開始得到了撥亂反正。1981 年，中央辦公廳致電教育部，請其考慮將三分之一左右的普通學校改為中職學校。但當時教育部中並沒有一個專門的司來承辦這件事情，是叫“職業教育司”“職業技術教育司”“技術與職業教育司”等存在著許多爭議，后暫定為了“職業技術教育司”，這實際上是技術教育向職業教育轉化過程中雙方爭論的“綜合產物”。[20]

1985 年 5 月，中共中央頒布《關於教育體制改革的決定》的檔中，將普通高等教育以外的所有培養專業技術人才、產業技術工人及普通城鄉勞動者的教育制度，統稱為職業技術教育。1991 年國務院頒布的《關於大力發展職業技術教育的決定》中採用”職業技術教育”名稱。改革開放後進行的教育結構改革，實際上是一種對實業教育制度的復歸。似乎一切都回到了 20 世紀初的起點上，但不同的是，一個新的名詞“職業技術教育”將“實業教育”一詞取代了。

關於職業技術教育名稱的由來，黃炎培先生之子、全國政協委員、中華職業教育社常務副理事長黃大能對職業教育“正名”之事也非常認真，他在文章中寫到：“那麼，這個職業技術教育的名稱是從哪裡來的呢？我可以直率地講，可能有這樣幾個原因：其一，對於職業兩字的錯誤認識，認為在計劃經濟中，社會不存在失業問題。所以前蘇聯也沒有職業教育這個名稱。其二，當時有一個固執成見和狹隘推測，認為中華職業教育社幾十年來『霸佔』了職業教育這一領域，要衝破這種『霸佔』，個別教

[20] 孫震瀚，時任職業技術教育司副司長，隨從胡啟立調查組調查南方四省教育改革情況。

育界領導認為，若把職業教育改成職業技術教育，就能衝破這一壟斷。所以不惜置職業道德在職業教育中的重要地位於不顧，硬塞進『技術』兩字，成為『職業技術教育』。其三，在聯合國教科文組織的檔中，把『技術教育』和『職業教育』並列存在，於是有些人不顧邏輯上的不合理，把兩個截然不同內涵的教育名稱，合併成『職業技術教育』，上述原因造成今天仍有不少單位和不少書刊的名稱仍沿用『職業技術教育』這一錯誤名稱。即使國家已立了『職業教育法』，統一了稱謂，一時仍轉變不過來。這看來似乎只是一個名稱問題，是一個小問題，實質上對職業教育含義是一個歪曲。無法正確下職業教育的定義，所以不解決這個問題，無法認為在中國已普遍統一了認識......我不能不再度提出統一正名問題......”。[21]

自此，學者們圍繞著是使用”職業技術教育”還是使用”職業教育”，展開了一場激烈且持久的爭論。最終，1996 年《職業教育法》的頒布，將官方的地位賦予給了“職業教育”。1996 年，頒布的《中華人民共和國職業教育法》採用“職業教育”名稱，正式放棄了職業技術教育的名稱。此後官方的檔中也找不到職業技術教育這樣的表述。但法律形式的裁決，並沒有也不可能平復這一爭論。職業技術教育這一稱呼仍在職業教育實踐和研究中被廣泛使用。2002 年國發〔2002〕16 號檔中，還特別要求各級各類職業學校應該統一更名為職業技術學校，高等專科學校、獨立設置的成人高校應該逐步升格，更名為職業技術學院，今天全國各地的職業技術學院就是如此而來。2005 年 11 月 7 日，國務院總理溫家寶在全國職業教育工作會議上講話指出：“我們說的職業教育是個統稱，它既包括技術教育也包括技術培訓，既包括職業教育也包括職業培訓，既包括中等職業教育也包括高等職業教育。”[22]在理論界也是如此，在職業教育領域兩份重要的學術期刊中，也被冠以職業技術教育，其分別是《中國職業技術教育》和《職業技術教育》。直至今天，“職業技術教育”和“職業教育”仍然代表著持不同學術觀點的學者的常用術語。

V.結語

事實上，從類型教育的角度，對與普通教育相對的職業教育進行認識和命名從來就不是一件容易的事情。即使是在近現代職業教育的起源地的西方國家中，職業教育

[21]孟廣平.祝賀著名職教專家嚴雪怡先生從教五十周年暨八十華誕 J.機械職業教育,1999(11).
[22]溫家寶.大力發展中國特色的職業教育—在全國職業教育工作會議上的講話.
xinhuanet.com/politics/2005-11/13/content_3772626.htm，2014-05-07.

這一名稱也是飽受爭議的。正因為這樣，聯合國教科文組織才會用“技術與職業教育與培訓”這樣一個複雜的名稱來表示“職業教育”。

中國職業教育名稱的演變與爭論可以歸為一種複雜的文化現象。這其中既包括本土文化與外來文化的衝突，也包括各外來文化之間的較量。這些衝突與較量，使得職業教育的名稱演變最終成為了一個語言學的問題。

我們認為，對中國職業教育名稱的客觀認識應該在梳理中國職業教育發展史的基礎上進行，立足於當代的職業教育實踐，著眼於未來的職業教育發展。就當前來看，我們應該圍繞職業教育作為類型教育這一前提，與普通教育為參照來進行探討職業教育的特徵，諸如是學科知識還是工作知識？是理論導向還是實踐導向？是產教分離還是產教融合？培養的人才是面對模糊的崗位還是確切的崗位;僅限學歷教育還是學歷教育與繼續教育並舉？是重視理論型教師還是雙師型教師？是堅持學歷教育還是堅持學歷與技能證書並重？只有對作為類型教育的職業教育特徵和本質屬性認識比較清晰了，那麼對中國職業教育名稱的認識自然也就柳暗花明、水到渠成了。

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Comparative Analysis of China-German Vocational Education Model
中德職業教育模式對比研究

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Abstract: *German vocational education has achieved remarkable achievements since its inception and has formed a scientific vocational education system. With its strong vocational education legal guarantee system, the "dual system" talent training model and the active participation of industry associations, the German economy develop and train a large number of outstanding skilled personnel at all levels. Through the research on the vocational education system under the German "dual system" teaching mode, the differences between vocational education in the curriculum setting, teacher team building, teaching methods and training mode, and educational assessment methods are compared and analyzed, and the advantages of German vocational education are summarized. The characteristics, combined with China's national conditions, provide suggestions for the development of vocational education in China.*

Keywords: *comparative analysis, "Double System" education mode, vocational education*

Ⅰ. 引言

德國作為世界上經濟和科學最發達的國家之一，雙元制的職業教育模式等德國勞動者的高素質、產品高品質以及德國在國際上的持久競爭力都有重要的作用。目前，職業教育是教育事業中與經濟社會發展聯繫最直接、最密切的部分，職業教育的改革與發展，是提升中國綜合國力、構建和諧社會的重要途徑。本文主要研究德國雙元制職業教學模式和中國職業教學模式的異同，從教師隊伍建設、課程設置、教學方法、課程考核等方面進行了對比分析，並在每部分的對比分析之後為中國的職業教學模式的改革提出了一些可借鑒的建議和意見。

Ⅱ. 德國“雙元制”教育模式的含義

“雙元制”職業教育是指學生既在公司里接受職業技能和與之相關的專業知識培訓，又在職業院校里接受職業專業課程理論和基礎文化知識的教育。“雙元制”教育模式

是指國家立法支援、校企合作共建的辦學制度，同時也是學生在公司接受實踐技能培訓與在學校學習理論知識相結合的一種職業教育模式。“雙元制”教育模式的“雙元”主要體現在以下幾方面：一兩種培訓機構——學校和公司;二兩類教學內容——職業技能培訓和專業理論知識;三兩種教材——實訓教材和理論教材;四兩類教師——實訓師傅和理論教師;五兩種身份——企業學徒和職校學生;六兩類考試——技能考試和資格考試;七兩種證書——培訓證書和畢業證書[23]。“雙元制”教育模式中的培訓企業和職業院校相輔相成，在整體的培養目標上合二為一，在具體的培訓過程中則一分為二。

Ⅲ. 中德兩國高職教育中的教師隊伍建設差異

高等職業教育與其他高等教育有些本質的區別，在培養學生上，有一個具有特色的實踐教育環節，這個環節的有效應用，正是符合高等職業教育特點的高素質教師隊伍。

1. 教師隊伍結構方面

1)中國高職教育中教師隊伍建設

研究表明，中國高職院校中出現很多學生只能分配到一個“雙師型”教師的情況，教師隊伍的嚴重不足，造成很多專業發展受限，影響了學生實踐技能的提高，阻礙了高職院校的發展。中國的職教師資隊伍包括專任教師、兼職教師、“雙師型”教師三大類，專任教師的數量占教師隊伍的較大比重，承擔著文化課和實訓指導課的教學，來源渠道較為廣泛，主要是高校畢業生和在職教師調動組成。專任教師中還有一部分屬於“雙師型”教師，他們承擔著專業課和實訓指導課的教學，但是尚未達到“雙師型”教師必需具備的標準。

2) 德國高職院校教師隊伍結構

具有德國特色的職業教育“雙元制”人才培養模式，決定了其職教師資隊伍也呈現出“雙元”的特色。高職院校的教師包含高職院校已有的專任教師，以及來自社會企業的實訓教師(兼職)，由這兩類教師共同承擔執教任務，形成完整的教師“專兼結合”的團隊結構[24]。而且這些專任教師大都是直接來自於企業的具有豐富實踐經驗的從業人員，他們能夠熟練的運用自身在工作中總結的經驗，充分指導學生掌握企業流水線上生產、經營、管理等一系列工作的實踐操作技能，還具備專業範圍內的職業資格

[23] 王傑，任麗芬 等. 校企合作下的訂單式人才培養模式研究 J.現代國企研究，2017(22)：161.
[24] 汪靜.(2017).德國職業教育行動導向教學模式研究. 職業教育研究(03),88-91.

證書，這也是對其准入資格中最基本的要求。在教學分工上，職業院校的專任教師主要負責專業理論課教學和文化課教學，來自企業的實訓教師主要承擔專業操作技能的計劃、組織、教學和監督等責任。

3） 德國高職院校教師隊伍結構

對比中德兩國的教師隊伍建設情況可以發現，德國高職院校中實訓教師所占學校教師總體數量的比例較大。在中國，專任教師所占學校教師總體數量的比例較大[25]。研究發現，實訓教師更易受學生的歡迎和喜愛，因此，中國可以增加引進實訓教師的力度，適當減少專任教師的數量。

2.教師准入條件和資格總體比較

1)中國高職院校教師的准入條件

中國高等教育教師准入一般包括兩種途徑：高校自主選聘與公開招考，招聘物件十分廣泛，只要是合法且受到國家認可的學歷或是在高校中從事教學工作的人員，有良好的身體素質和心理素質且無犯罪記錄，都有資格報考。由於報考資格過於寬泛，無意中便放低了高職院校專任教師的准入門檻，導致社會上許多沒有接受過系統全面的師範類教育培訓和學習的“非師範性”申請者進入教學領域，或者具有紮實的教育功底而缺乏實際職業操作動手能力的“非雙師型”申請者從事職業教育。

2)德國的教師准入--專任教師准入條件和資格設定

與中國不同的是，在德國各州考試委員會也嚴格規定，只有具有師範類專業的畢業生才可以有資格報考國家高職院校教師資格考試，而若要成為一名師範生，其入學條件必須滿足一年工作經驗且是三年制完全中學畢業，或是五年主要中學或六年實科中學畢業之後，經過三年的職業培訓然後進入工作崗位工作后，再經過“雙元制”培訓符合完全中學同等學力。取得入學資格的申請者參加師範類課程的學習，必須保證 13 年的在校學習任務和通過所有的畢業考試，除此之外，准師範生們還需要具備與未來所教授的職業學科相關的工作經歷，期限必須達到三年以上，可選擇在企業、工廠、車間等場所中進行，同時具備兩年以上的教學和培訓經歷。

3)對比中德的教師准入條件和資格設定

[25] 莫競.(2016).德國雙元製職業教育體制對我國職業教育人才培養模式及校企合作模式的啟示. 太原城市職業技術學院學報(05),6-8.

(1)報考資格方面

德國聯邦政府出臺各項相關法律法規，規定專任教師必須具備的人品資質和專業資質，各州考試委員會也嚴格規定了考試門檻，而中國對於這一考試所設置的門檻很低，幾乎是滿足了大眾化的應聘意願和考試需求。

(2)教師引進的標準制定方面

德國重視職業教育的發展，而職業教育的一大主體-教師，其在人才培養工作中承擔的責任重大，因此德國聯邦政府和各州政府在不同時期均出臺了相關的法律政策對申請者的報考條件和考核流程進行嚴格的把控，以保證職業院校教師隊伍的整體品質[26]。而在中國各個高職院校也沒有形成一套明確的准入標準，很難確保教師的質量和教師。

4)中國高職教育教師隊伍建設提出的建議

(1)加強“雙師素質”教師隊伍的建設，嚴格制定教師准入制度

教師的實踐水準決定了我們所培養人才的技能水準，德國“雙元制”職業教育模式成功的關鍵在於擁有一支具有極強實踐能力的教師隊伍。因此，要實現高職教育的目標，筆者認為必須大力加強“雙師素質”教師隊伍建設，要求教師既具有理論水準，又具有實踐經驗。

(2)完善師資管理制度

師資的培養不僅是業務水平的培訓，更重要的是綜合素質的全面提升，因此，應建立以人為本的人才激勵機制。對於專業教師而言，薪資報酬只是物質激勵和短期激勵，不能從根本上解決師資問題。要全面提升教師的綜合素質，還必須引進長期激勵和精神激勵機制，應該為他們搭建施展才華的舞臺，開通職稱職務晉陞的管道，使他們有實現價值的機會，這樣才能真正提高師資隊伍的品質。同時，引入競爭機制，完善教師聘用制，破除教師職業的“身份制”，變身份管理為崗位管理，競爭上崗。健全人才交流服務制度，開通“下崗”、“分流”管道，建立與市場經濟相適應的用人機制，讓人才進得來也出得去。師資是推動高職教育發展的核心動力，加強師資的建設和管理對中國高職教育來講迫在眉睫。師資條件的改善需要經過複雜的工作和花費

[26] 董小金.(2016).德國“雙元製”教育模式對我國職業教育校企合作發展的啟示. 知識經濟(08),160-161.

較長的時間，但只要我們積極吸收國外的寶貴經驗，紮實的開展基礎工作，中國高職教育的師資建設必將更上一個新的台階。

3. 中德高職教育課程設置的差異分析

課程設置是為實現一定培養目標而嚴密組織的教學活動的總體規劃，才是高職教育的核心。課程設置的合理與否、品質的優劣與否、內容的科學與否，都會影響教育目標的達成，對教育品質產生不可估量的影響。課程設置分為課程目標的設置、課後內容的選擇與課程編排等內容，通過對這些內容的對比分析，力求找到中國高職教育在當前的教育模式下課程編排存在的問題，在符合中國國情和文化的條件下，適當借鑒德國的課程設置方面的優勢和特色，為更加合理的設置中國高職院校的課程提供理論基礎。

1)課程目標的設置

(1)德國高職教育的課程目標的設置

德國憑藉“雙元制”的職業教育模式，以就業為導向，通過校企合作的形式培養了各類技術應用型人才。在這種教育模式下，職業教育課程目標則著重指向培養能力，即培養學生的綜合能力和關鍵能力，綜合能力，是指觀察能力、實踐能力、思維能力、整合能力和交流能力，也就是說學生將來在社會上就業、適應競爭和發展的能力。關鍵能力是指與純粹的、專門的職業技能、職業知識無直接關係，超出職業技能和職業知識範疇的能力。

(2)中國高職教育的課程目標

中國高職教育的人才培養目標是培養高技能應用性人才。從理論上，這一定位思想已被普遍認同，但在教育實踐中，這一思想並未完全落到實處。課程目標定位不夠清晰，與實際生產過程中要求達到的目標關係不夠緊密。

(3)對比中德高職教育課程目標

德國高等職業教育在課程目標定位方面非常明確清晰，而且與學生應該達到的實踐操作能力緊密結合在一起，為更好的進行課程內容的編排提供了堅實的理論指導。而中國在課程目標定位方面不夠明確。因此中國可以適當進行課程標準的改革，著重培養學生的職業能力素質，與就業職業資格證書要求相符。高等職業教育課程標準的設置要以工作過程為導向，兼顧職業性和高等性，並逐步完善。

2)課程內容的設置

(1)德國職業教育的課程內容設置

德國的“雙元制”課程內容選擇以職業活動為中心，既強調各類專業知識和技能，又重視職業崗位需求的關鍵能力，這就是從定位上確定了理論實踐相結合的目標[27]。內容規劃分為三個連續階段：基礎教育、職業教育和特殊教育。這是一個以廣泛的職業培訓為基礎的綜合課程結構，以工作為中心。課程分為理論課和實踐課。所有課程將相關的職業和技術知識綜合在一個分為三個層次的系統中，即基礎培訓、職業培訓和專業培訓。這三個層次逐漸上升到一個新的層次上。基礎培訓主要在學校進行，包括理論、文化和職業基礎;職業培訓和專業培訓主要在工廠和企業中進行，在實踐中具有重要意義。但不論規模水準，周圍是面向未來的職業培訓，使學生們在學習平臺，同時不斷實踐適合真的這樣做，同時學習，培養知識和實踐模式，相得益彰。

(2)中國高職院校的課程內容設置

課程內容包括知識、技能和過程三部分。而縱觀中國現行的高等職業教育課程內容，一方面，課程門類繁冗，導致學科間知識交叉、重複現象較為嚴重[28]。同時因對知識和技術更新的重視不足，課程內容相對滯後，難以滿足市場的需求。另一方面，課程內容中理論有餘而技術不足。由於客觀條件的限制，許多高職院校的課程內容安排上難以滿足實踐環節的要求，因而將大量的教學時間用於成本較低的理論知識傳授，或是在實踐教學環節走形式主義路線，根本無法達到培養學生實踐能力的目的。

(3)中國高職院校在課程內容方面改革的方向。

①職業教育機構必須確保課程體系的整體優化和課程內容的整合。課程體系的優化是一個動態的、不斷發展的過程。課程體系的建設需要、提高學生的整體素質與技能發展作為主要思路，基於最優的整體性、連貫性、定向選拔，和分類合理，教學內容有機融合，以實現全面優化課程體系。在建立課程體系之前，應根據職業情況和教學條件，選擇與高中教育內容的最佳銜接方式，作為確定課程內容的基礎。課程內容必須通過有針對性的選擇來決定，而不是通過學科的初始完整性來決定，這包括有針對性地選擇所教授的學科，選擇所教授的學科之間的具體權重，以及確定理論和實踐學時之間的比例。一旦確定了教學內容，就有必要將其整合。在專案的有機整合中，

[27] 崔岩.(2014).德國“雙元製”職業教育發展趨勢研究. 中國職業技術教育(27),71-74.
[28] 鄭佳榮.王強.占文峰.陳曉潔.(2014).德國教育體系、教學模式及教學方法研究. 北京工業職業技術學院學報(03),51-54.

有必要具體實現“能力本位”的指導思想，提高專案的有效性。為了實現整體優化，必須對價格體系進行合理分類，避免重複和分離。

②課程內容的選擇應該擺脫重視理論輕視實踐的思維模式，高職院校應該根據社會對學生綜合實踐能力的需求設置相關的課程，為學生從事具體的工作打下堅實的基礎。在課程內容選擇之前應該進行市場調研，防止課程內容不適應時代和企業的需求。

③研究表明，人文精神與科學的精神並沒有引起多數高職院校的重視。有些高職院校開設類似的課程，但是開設的門數較少，學生選修的餘地小，人文社會和自然科學對學生的精神和人格的塑造起著非常關鍵的作用，因此高職院校在進行課程內容的選擇時應該注意此類課程的設置。

Ⅳ. 德國的雙元制教育模式下課程考核方式的差異

課程評價可以檢測學生學習理論知識的能力和效果，掌握和掌握實際應用能力，可以幫助學生了解自己的學業情況，掌握正確的學習方法，提高知識的應用能力。對於雇傭優秀畢業生的僱主來說，這也是一個重要的基準。

1. 課程考核的召集人

1)德國職業教育課程考核召集人

德國實行雙元制教學模式，為了保證考試的客觀性，德國職業教育實行“分業”。制，即所有相關考試由與培訓行業沒有直接關係的單位或學校協會進行，考試內容將服從行業要求，而不是在培訓機構或職業學校的基礎上具體教學內容。同一專業科目的考試必須在同一時間進行，並按統一的標準評分。《職業教育法》對各類職業教育課程的考試標準和實施程式作了嚴格而具體的規定。根據規定，各類職業培訓機構或學校只負責日常教學活動，學術能力課程考核由國家教育主管部門和工商協會組織，並接受嚴格的監督和審查。

2)中國高職教育課程考核的召集人

中國的高職院校目前並沒有採用教考分離制度，教師往往既要當教學內容的講授者，又是考試的出題者，而且往往教師教授什麼內容就主要考什麼內容。目前中國高職並沒有專門的畢業生統一考試制度，學生獲得畢業與否完全是依據學生各個學科課程考

核的結果來判定，而課程考核的主動權在教師手裡，學生畢業時是否達到了企業聘用人才的相關標準並不能得到保障。

2.課程考核的方式

1)德國的職業教育課程考核方式

《職業教育法》和《手工業條例》規定，所有職業培訓考試平等地分為期中考試和畢業考試。期中考試包括職業學校和企業向學徒傳授的知識和技能。考試分為技能考試和理論考試。理論測試以書面形式進行，技能測試則根據不同的職業類型以實際和書面形式進行。對於工業和手工業的技術職業，技能考試分為工作生產和工作實驗。商務工作中，技能測試以書面形式進行。[29]與期中考試一樣，結業考試分為技能考試和理論考試兩部分。工業和手工業中的技術職業技能考試分為工業製作和作業實驗，理論考試採用筆試和口試的形式。技能考試對商業工種以口頭考試的形式進行。理論考試主要是筆試，如果筆試不合格，可以通過口試補充。

2)中國職業教育的課程考核方式

相比於德國的中期和結業考試方式，而中國傳統的由學校單一課程考核模式，使得課程考核內容與職業崗位課程考核標準嚴重脫節，導致職業院校培養的人才得不到用人單位和社會的認可。中國在課程考核尚缺乏相關組織監管，有相關有資質的院校自行課程考核，缺乏公信力。在考試形式上單一一般只有一次結業考試作為評定標準。

3)對中國高職院校課程考核制度的建議

隨著教學改革的推進，現行的課程評價體系不能適應新的教學模式，現行的課程評價改革勢在必行。課程考試應根據職業教育的培養目標，以提高學生的職業行動能力為目標，通過增加實踐課程考試在課程考試中的比重，如通過技能競賽、專案成績課程考試等方式進行。此外，要注重職業資格考試，做到學生畢業與職業資格證書相結合，明確學生取得職業資格證書后才能順利畢業。同時，制定完善頂崗實習制度，制定具體可操作的課程考核辦法，明確企業、學校、企業指導教師、學校指導教師、學生等在企業頂崗實習中的關係，做到責權統一。

3.課程考核的內容

1)德國高職教育課程考核的內容

德國職業教育的考試注重對工作過程和關鍵能力的課程考核，無論是理論考試還是實踐考試，都是面向實際的工作過程課程考核。理論考試分為客觀題和主觀題，客

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[29] 高明.(2014).德國職業教育體係對我國技能型人才培養的啟示. 高等農業教育(01),124-127.

觀題要課程考核學生在學校學習一年或一年半以來應知應會的知識，以基礎應用知識為主。主觀題是與生產實際相符合的情景，引導學生獨立自主思考、查找資料、制定工作計劃、逐步深入。課程考核學生是否具備獨立自主工作時應具備的能力，包括與客戶的溝通交流、查閱資料的能力、分析能力、經濟意識等雖然是理論考試也給考生準備一些和企業維修手冊完全一致的參考資料，供學生查找。實踐考試包括零件加工、系統安裝測試、工作報告闡述等，學生要計劃、製作、記錄、並彙報，是一個完整的工作過程，有的考試時間長達 14 小時。這種考試全部是開卷的，學生可以查閱任何資料。這與真實的生產工作過程相符合。

2)中國高職教育的課程考核內容

目前，高職教育的課程評價仍以教材為依託，這使許多學生產生了懶惰、失衡的心理，損害了他們的積極性。標準化測驗提高了測驗的公平性、公正性和效度，減少了偏愛、關係和錯誤的得分。但是，教師不能完全按照標準化考試的要求來編排試題，試題只能進入標準化試題。

3)對比中德高職教育的課程考核內容

對比中德的課程考核內容可以發現，德國的課程考核內容更加註重實用技能的考查，而中國高職院校主要考查學生的理論學習水準，較少的考查學生的實踐動手能力，考試內容更新較慢。考試內容和實際生產過程中遇到的問題有較大的差距，考查的內容對學生的說明不明顯。

V.結語

以上三方面進行的對比分析只是整個教育模式下比較主要的幾個方面，要想真正提高中國高職教育的教育水平和品質還需要各方面的努力。現階段職業教育已經成為現代教育的重要組織部分，重視技術教育已經成為世界各國政府的共識，職業教育是把人力資源和技術轉化為現實生產力的橋樑，是促進職業教育發展的重要動力。是維持經濟和社會生活正常運轉的紐帶，是促進經濟、社會發展和勞動就業的催化劑。職業教育的發展不僅關係著經濟發展的水準和速度，關係著綜合國力的提高，而且還關係著社會穩定和社會主義精神文明建設。大力發展高等職業教育，是促進中國經濟快速發展的重要因素。因此我們應大力發展職業教育，我們相信只要我們堅定不移地執行“科教興國”的戰略方針，高舉職教改革的旗幟，在思想觀念、體制、結構、品質、

水準、教材上下功夫，強化改革意識，發奮圖強，在高品質發展的新時代，我們迎來了職業教育大發展的又一個春天。

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Research on the Application of Comic Elements in Language Teaching
語言教學中漫畫元素的應用研究

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***Abstract**: This article mainly discusses the role of comics in language teaching. At the same time, according to the current learning situation of Korean college students, this paper analyzes how to introduce comics into Chinese teaching. As the range of comic materials is very wide, this paper mainly used Japanese and Korean comics as materials. Through the discussion of teaching preparation, teaching organization, teaching tasks, teaching evaluation and other links, this paper tried to understand how to use comic element and complete the instruction. That is to use comics as a medium to complete the task of language teaching and cultural teaching. In order to understand the development and current situation of comics, this paper also conducts a questionnaire survey. The main contents include attitudes of teenagers towards manga, manga reading time and reading contents. This paper hopes to provide some valuable references for language teaching through these works.*

***Keywords**: Chinese culture, comics, curriculum development, Chinese Language Teaching*

Ⅰ. 漫畫與語言教學

漫畫是大眾喜聞樂見的文化形式，如將其靈活運用於語言課堂上，不僅可以活躍課堂氣氛，使枯燥的知識變得有趣，還可以更大限度地調動學生的學習積極性。首先，定義漫畫並不是一件容易的事情。 Scott McClou(2017)指出漫畫其實需要大腦對畫面進行聯想，並根據現有知識進行場景構建，我們據此可以聯想到奧格登、理查茲著名的“語義三角形” ，看漫畫與語言文學過程中有異曲同工之處，所以漫畫與語言教學融合具有可行性。漫畫的定義是“並置型精心排列之連續性圖片及其他圖像，藉此傳達信息及使觀者得到美學上的體驗。”[30]，但本文將使用廣義上的漫畫概念，即把單幅不連續漫畫也納入進來，如圖[31]1.1 所示。

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[30] 本文涉及的“漫畫”均指目前日韓風漫畫，不對漫畫起源與分類做過多涉獵。
[31] 引自徐佳(2021)。

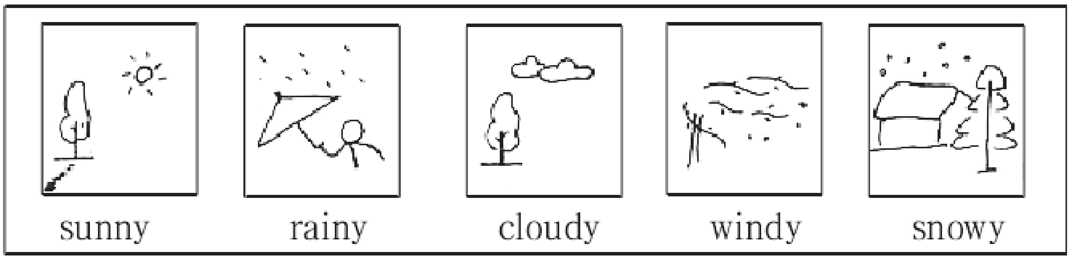


圖 1.1

根據漫畫開發中文教學課程，只是藉助漫畫引發學生興趣，通過漫畫將學習的文化內容展現出來，過程借助了漫畫的可視性、中介性、流行性。張宇飛(2013)介紹外語教學中藉助漫畫學習國外有很多先例，1978 年 Carlo Vacca 就對西班牙語教學中的漫畫引入進行了研究，並指出漫畫只是吸引學生的媒介，重要的是交流，在交流的過程中單詞、語法、句子等都能得到訓練。此外含有很多關於漫畫在法語、英語課堂上的應用。諸如下圖漢語在教學中也有使用漫畫元素的實例，周健(2009)中就提及了諸如圖解方位歧義、畫畫猜詞、看圖說辭、臨摹圖畫等漫畫相關的漢語課堂設計。張賽(2020)中提及《三毛》、《父與子》等早已在漢語課堂上被廣泛使用。李笑(2016)漫畫中的台詞，類似感謝、道歉、祝賀等日常用語的學習在漫畫中體現出來也具有事半功倍的效果。

漫畫與文化定義都十分寬泛，本文雖在概念上採用廣義概念，但為方便研究本文做了細化，即採用的漫畫是日韓漫畫中的連載漫畫，試教育的內容為中國傳統文化中的道德經，教育的對像是大學本科生(漢語成人教育)。即假想開設一門學習中國道德經的課程。

Ⅱ. 問卷調查分析

使用漫畫元素開發課程需要了解如今大學生感興趣的漫畫內容，在開發課程時做到有的放矢。本文針對東明大學學生[32]做了一次問卷調查。調查結果反映出漫畫對大學生的影響及開發課程的空間大小。本次問卷調查的性別比接近 1:1(圖 2.1)，參與問卷的標本涵蓋所有年級(圖 2.2)，如下圖所示：

[32] 2022 年 5 月第二週，55 名在籍學生。

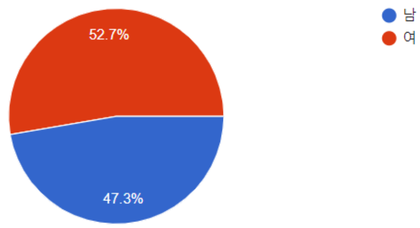


圖 2.1

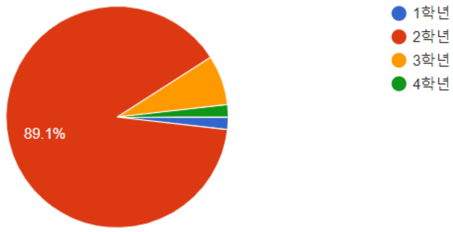
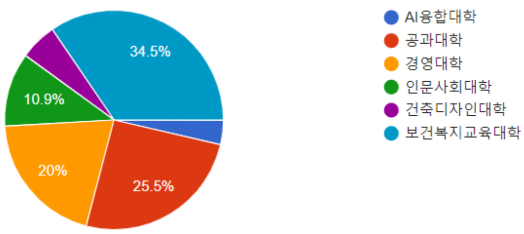


圖 2.2

從學院分佈上開共涉及 6 個學院，在標本中理工科和文科生比例相差不多(圖 2.3)。但總體上學生們對漫畫表現出了能夠接受的態度(圖 2.4)，喜歡漫畫的學生佔據半數以上，不討厭但談不上喜歡的學生佔 45.5%。總體上超過 98.2%的學生對漫畫並沒有排斥，這為新課程的開發與推廣提供了可能。



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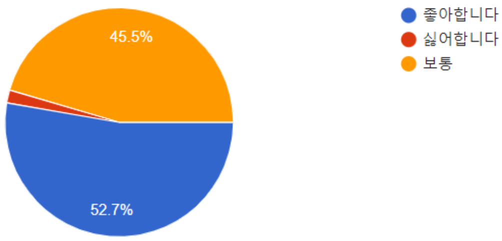

圖 2.4

課程開發不是單純的娛樂，教學是嚴肅的課題，借助漫畫只是為了吸引學生們的注意力，培養他們對學習的興趣。因為漫畫是一種喜聞樂見的文化形式，並且長久以來人們對漫畫具有某種偏見，認為漫畫只是小孩子看的輕鬆讀物，並沒有教育意義。教師們抱怨現在的學生們對學習不敢興趣，沒有學習動力，那麼現在是否可以在課堂上引入一些學生們喜歡的元素，以此為媒介將要教授的知識點融會貫通。如下圖所示(圖 2.5)，學生們是喜愛漫畫的，怎麼樣利用漫畫引導學生學習是個難點。

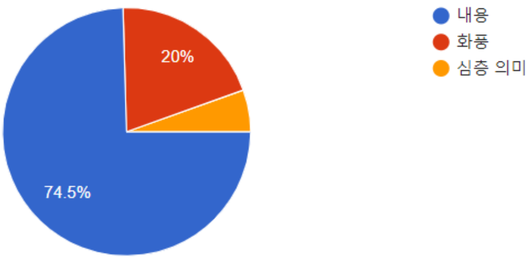

圖 2.5

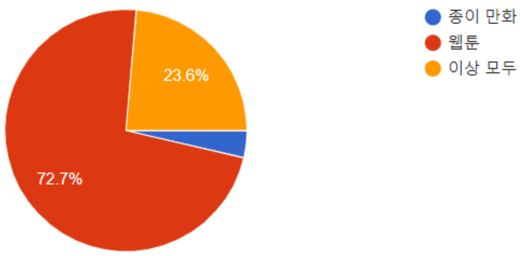

圖 2.6

圖 5 顯示學生們看漫畫主要看內容(包括畫風)，很少有學生深度思考，這也是漫畫給讀者帶來的必然。深刻思考與娛樂消遣很難兼得，這就要求設計者在開發課程時怎樣將兩者有機集合，實現寓教於樂。而隨著時代的發展移動媒體大行其道，網漫在這個過程中滿滿佔據主導地位(圖 2.6)，移動媒體佔據人的時間、精力越來越多，學習越來越方便，越來越碎片化。將碎片化的時間整合帶到課堂上，用輕鬆愉悅的方式“夾帶私貨”傳遞給學生，這需要前期一定的努力。

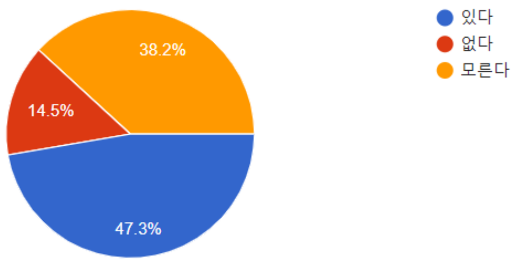

圖 2.7

當提及漫畫[33]是否具有教育意義時，47.3%的學生給出了肯定答案，38.2%的學生表示不清楚。後者告訴我們使用漫畫元素開發課程，一個很主要的問題就是如何解決課堂上的漫畫元素與教育有機相結合的問題。只圖輕鬆，就會出現圖 2.7 中 14.5%認為漫畫沒有教育意義的情況，這種評價出現在課堂上無疑表明課程設計的失敗。最後看漫畫選擇方面，學生看韓國本土漫畫達 61.8%，佔據主導地位(圖 2.8)，之後是日本漫畫，中國漫畫。近些年來中國漫畫具有逐漸抬頭的趨勢，一批優秀的作家和作品正被韓國讀者(圖 2.9)所熟知。其中，中國網漫也順應潮流出現了強勁的勢頭，如中國籍作家許先哲的《鏢人》。

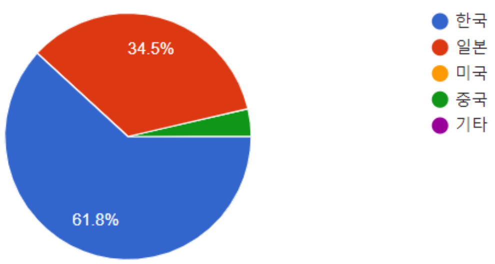

圖 2.8

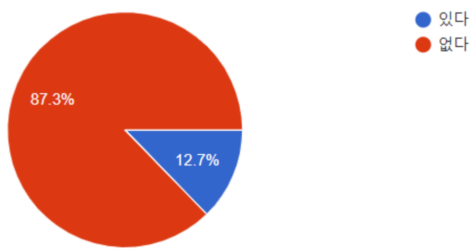

圖 2.9

III. 課程開發的注意事項

1. 主客觀教學環境

33 本文主要指日韓為代表的漫畫。

使用漫畫元素進行課程開發不可全由教師自由發揮，須參考學校的教學大綱與教育目標。開發課程是否符合學校教育目標(無論教養課還是專業課)，重點培養學生哪方面的能力，這種能力和學校的教學方針是否吻合等等。各學校教學方針不同，但需要考慮的框架大致可劃分出三個部分。分別為大學的教育目標、學院的教育目標，培養的核心技能，具體如下。

1)大學的教育目標

一所院校辦學理念，從校規、校訓中可窺見一斑。大體包括：培養國際人才，培養學生創造力，開發自身潛力，身為地球村村民的基本素養，為國家和他人奉獻的精神等等。以韓國為例，雖然在開發課程上教師有很大的自主權，但一定要反應學校的辦學理念，這樣才能順利進行相關的開發與研究。

2)學院的教育目標

增強對人文、社會、自然、技術等的理解，培養基本學術能力，創意整合能力，了解自我並開發特長，理解文化多樣性提高協作能力，培養國際人才的基本素養。

3)培養的核心技能

完成基本教學任務，在以上基礎上培養起來的核心素養。包括創意融合的能力，自我開發的能力，國際化能力，奉獻精神培養等。

內容要注意學校辦學方針與開發課程之間的關係，新開發課程要照顧全校學生，教學內容不能局限於個別專業。同時，新課程應該讓學習者通過學習對相關領域有大體了解，要考慮學生的需求。需要考慮學生選擇本課程是否有助於適應社會，是否能學到必要的知識。除此之外，還要考慮相關課程是否具有融合性和延展性，和其它專業的知識是否有關聯性。此處部分院校比較注重新課程是否有助於吸引外部合作力量的介入，是否有助於學校特色辦學。

除了客觀環境外，主觀上也應該做好如下考量。第一，開發課程是否對學生德育發展起到重要影響。新課程是否是可有可無“雞肋”似的存在。如將學習內容定義在專業領域內，不具備普遍性。非專業學生很難理解或入門門檻過高過難。第二，新課程是否是適合大學生。主觀上課程設計比較理想，但就課程內容而言，是否必須要在大學裡學習這門課，在校外學院或文化中心開設行不行。既然是大學課程就應該有所區別。第三，與已知課程學科均衡。現有課程無論在知識結構、課程設計、課程考核等諸多方面都比較成熟。新開發課程如何取長補短，避免知識重點重複的同時還能體現學術性，這些都值得在課程開發前認真思考。

2. 教學目標設定與課程內容的選擇

利用漫畫元素開展教學一定要弄清教學目標不是漫畫，課程設計上是文化教學還是基礎知識教學，一定要經過精心安排，不然課程可能會變成單純的看漫畫。

教學目標與功能要明晰課程方向，體現主旨。新課程可以學到哪些知識，能實踐什麼，能培養哪些學習態度。以上這些直接影響到教學內容的選擇、課堂組織教學、評價標準。

1)教學目標的原則

教學目標至少考慮一下六點。第一，具體的目標。課程開發時要使用明確的術語對課程目標進行陳述，並體現在學習計劃書中。第二，一定的涵蓋性。涉及廣泛的社會現象，具有可操作性。第三，統一性。自始至終具有連貫的邏輯性。第四，實踐性。通過學習能夠進行自我實踐。第五，符合性。考量學生與社會的需求。第六，妥當性。是否符合現在與未來教育走向。以上幾點是新課程的教學目標設定原則，實施時還要考慮能否促進相關教學機構總體教育目標的達成。比如說：使用漫畫教授中國文化，能否讓學生在課程結束後對中國文化的理解更上一層樓，在此基礎上完成多文化理解的教育目標。為了實現整體與局部的關係，在每週課堂內容設計時就必須考慮終極目標，思考課程結束後能否達成教學目標。

2)課程目標與授課內容

為了實現教學目標教師將如何提供有效“經驗”。漫畫元素具有趣味性，將趣味性融入課堂可以參考以下幾點。第一，適合與否。不是所有的漫畫都能和中國文化相結合，找出適合的漫畫元素是課程開發的第一步。第二，能否有實踐的機會。學習之後學習者是否有機會獨立完成相關教學任務。比如說用客觀的評價描述某種中國文化現象。第三，滿足感。是否滿足了學生們的興趣需求，是否是學生們必要的。第四，可行性。課程難易度適合學生水平。第五，多樣的活動體驗。為實踐教學目標是否有足夠多的體驗滿足學生需求。第六，一石二鳥。一個項目是否可以有多個教學收穫。第七，協作原則。是否提供了共同完成任務的機會。

在實際運用時始終要考慮開課主旨①給學生們帶去什麼②學生們能做什麼③學生應該有什麼樣的學習態度④學生能掌握哪些知識和技術⑤為實現以上目標學生應該準備什麼。諸如以上問題都需要提前預設。其中②和⑤有小部分相同，但還是有區別的。區別點在於②是指在課程設計完成的前提下，課堂體驗，⑤是指課前準備。

3.教學評價

教學評價是教學效果試金石，一門課程成功都在於此。根據評價結果可以調整課程內容、教學法等環節，並對之後的教學起到指導作用。這裡主要還是看學生的反饋如何。申請課程的學生與未申請學生之間是否有差距，前者學到了哪些，有哪些新的感悟。考察學生學習效果時使用的測試手段是否合適，筆試、寫作、發表、製作視頻、音頻、繪畫作品等環節的設置能都達到反應學生真是能力效果。同時，這些評價手段是否給學生帶去了負擔也是應該考慮的問題。

此外，通過漫畫元素學生們學習了中國的哪些文化也應在開發課程時明確下來。如果涉及到歷史，學習了哪些歷史事件，為什麼要學習這些事件；如果涉及文化，選擇哪些典型文化和現象，為什麼要教給學生，有何學術價值；體現教學內容的漫畫有哪些，通過漫畫學生們要做哪些活動，從哪些方面可以得出結論，證明學習任務圓滿完成。以上這些思考點涉及到課程開發的必要性、期待效果和成果、課程開發的要求、技能培養選項、主要教學內容、評價標準、教材選擇等多個環節。

Ⅳ. 結語

一门好的課程必將會給師生雙方帶去喜悅與成就感。漫畫作為年輕人喜聞樂見的文化現象，完全可以搬到課堂上來，取長補短，經過精心加工，讓課堂充滿吸引力。這方面有很多教師都進行了嘗試，並有成功的案例。這說明巧妙的“嫁接”會給課堂帶去不錯的效果，但在開發之前需要做大量的工作，因篇幅關係這裡未能全部展開討論，今後會將研究細化下去。

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Korean movies, from the Nation to the World: Focus on The Korean Gangster Film Genre
從本土走向世界的韓國電影—以韓國黑幫類型電影為對象

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Abstract*: Gangster films, as a genre, occupy an important position in the history of world cinema. By examining Korean gangster films, this paper analyzes how Korean directors integrate Korean local cultural characteristics, and how to integrate exaggeration, sensitivity, comedy and other elements in plot structure and character shaping. In addition, this study deeply analyzes the reasons for the success of Korean gangster films based on the investigation of the emergence and development of such gangster films with Korean characteristics. Moreover, this study also compares it with Hong Kong gangster movies to analyze its reference value.*

Keywords*: Gangster film, genre film, narrative mode, film aesthetics*

Ⅰ. 前言

黑幫電影作爲類型電影，在世界電影史上占有重要的地位，電影在真實生活場景中摻雜著虛構的人物情節、驚險刺激的動作場面，深受電影觀眾的歡迎與喜愛，是好萊塢最傳統、最成熟的電影類型之一。經過幾十年的發展，黑幫電影在不同國家和地區的不同文化及意識形態土壤下呈現著不同的主題和風格特性，影片建構出來的黑幫世界以及暴力、犯罪行爲、權利鬥爭和黑幫分子的生存狀態等內容都深深吸引著全世界的觀眾，這是黑幫電影的魅力之所在。

黑幫電影的敘事模式、電影美學一直被其他國家地區模仿發展，意大利、中國香港、中國台灣、日本、韓國等地區導演在模仿的基礎上加入本地特色逐漸發展出意大利黑手黨電影、香港黑幫電影、日本黑幫電影以及韓國黑幫電影，並出現過許多對世界電影有巨大影響的作品。韓國電影人在借鑒與吸收好萊塢與香港黑幫電影成功經驗的基礎上，結合韓國本土文化特色，在情節架構、人物塑造上將本國誇張而敏感的情節劇、喜劇等元素與之相融合，做出了本土化的改編和發展，逐漸構成自身獨立的創作風格，形成具有韓國特色的黑幫電影，不論是質量還是數量，都有著矚目的成績，成爲黑幫電影類型本土化轉型與傳播的成功典範。在韓國的黑幫電影中，對韓國當代

黑社會生存狀況的描述，以及對黑幫人物的形象塑造，都體現出了作爲黑幫電影的主要特征。[34]

“黑幫電影”這個詞在21世紀後成爲韓國大眾熟悉的詞彙。60-70年代是以金鬥漢爲代表的俠客們實施所謂正義暴力的動作電影。2000 年代初期，許多黑幫喜劇在韓國電影界引起了許多人的擔憂，諸如《卑劣的街頭》和《優雅的世界》等電影，通過黑社會這個“職業”描繪出 2000 年代中後期憂鬱的男性肖像。2010 年代展現現代資本主義黑社會形態的《與犯罪的戰爭》到《新世界》等。在韓國電影史上，黑社會題材出現的事例可以在很長的一段時間內找到很多。但是，一直到上世紀90年代後半期，才逐漸出現“黑幫電影”概念的開端，這一時期的電影處於與它們區分的獨特位置，是需要仔細研究的對象。[35]

韓國的黑幫電影在人物塑造上形成了獨立的風格，往往以小人物的視角展現無奈的現實生活，表達對現實問題的批判。在韓國的黑幫電影中，韓國電影人在吸收美國好萊塢及中國香港黑幫電影制作經驗的同時，加入韓國自身形成的獨特內涵和文化，在對於影片人物形象的塑造上，更加將鏡頭對焦於黑社會人物最本質的情感訴求，影片大體弱化了對黑幫團體活動以及幫派儀式化的詳細描述，只是將影片的主人公身份設定爲混跡於社團底層的小馬仔，在黑社會中勉強度日的小人物，而主要突出人物形象和人物關系，影片的主題大多只是在突出人性的欲望和劣根，展現朋友情誼以及在現實社會中人生的無奈，似乎僅僅是依托一個黑社會的大背景，集中展示的是普通人在人生中無法抗拒的命運。[36]

韓國的黑幫電影在借鑒吸收的基礎上完成了具有本土化特色的類型建構，並在短時間內迅速發展成熟，在電影的藝術性和商業價值上都獲得不小的成就，鑒於這種成功的特色化轉型，我將韓國的黑幫電影稱呼爲“韓國黑幫電影”。《壞小子》(2001)、《朋友》(2001)、《老男孩》(2003)、《卑劣的街頭》(2006)、《與犯罪的戰爭》(2012)、《新世界》(2013)、等知名電影，構成了近二十年韓國黑幫電影的文本群像。

綜上所述，本文中對韓國黑幫電影的內涵定義如下：即以韓國都市作爲敘事背景，以黑社會組織成員、高層爲主人公，或呈現黑社會組織之間的矛盾沖突、黑社會人物

[34] 周婧.(2010).灰色人物的戲謔人生——韓國黑幫電影探析.電影評介(03),25-43.
[35] 조서연.누아르와 멜로드라마 사이의 좌절—1990 년대 후반기 조폭영화의 남성성. 여성문학연구,2013(30):145.
[36] 韓雅男,宋佳星,李慶軍.韓國黑幫電影的美學特征.(2020).新聞研究導刊(11),97-98.

之間的恩怨情仇，或講述主人公在黑社會組織中爲追尋個人尊嚴、地位、信心、利益等而付出沉重代價的影片。[37]

Ⅱ.韓國黑幫電影的曆史和現狀

自電影被發明以來，韓國的電影發展至今也已有百年多的曆史，韓國電影是在韓國現代史的坎坷發展過程中逐漸成長的。與香港有著相似的曆史，韓國也在一段時期成爲殖民地，處於日本政府的統治之下，由於日本政府對韓國民族文化的壓制使得韓國電影作品也無法融合韓國本土文化進行發展，這一時期的韓國電影制作基本以模仿、進口爲主，開始類型電影的複制，這爲之後韓國電影工業的崛起奠定了曆史基礎。之後的南北朝鮮戰爭使韓國社會動蕩不安，電影產業的發展也受到極大影響，戰爭結束後，以美國爲首的西方文化融入韓國，國內經濟逐漸複蘇，現代化進程加快，有了相對穩定的環境使電影產業得到發展，韓國電影逐漸出現新的電影類型，喜劇片、劇情片、動作片、恐怖片甚至強盜片也偶爾出現，韓國電影人在學習美國、法國和意大利電影的同時，也在開始逐漸結合韓國特色。20 世紀 60 年代之後，韓國的經濟進入快速發展階段，國民經濟水平快速提高，開始出現以《電話謀殺案》《霧之街》《魔的階段》等爲代表的驚悚動作片，這種驚悚動作電影是將“動作”和“驚悚”兩種元素進行融合而成的新類型，影片內容上大多是有關犯罪世界、戰爭和黑幫組織的，“主要挑選有現實感的素材加以改編，同時增加了反映當時社會的現實內容，比如誘拐、走私、性犯罪、黑幫火拼等，而在電影技法方面也有了明顯的進步，出現了槍戰，汽車追擊等驚險刺激的場面。”[38] 這可以算是韓國黑幫電影的雛形了。從 80 年代開始，韓國的政治形態逐漸解凍，隨著文人政府的上台，民主自由的理念開始實行，自由的創作氛圍以及新一代電影人的誕生，給韓國電影帶來了一次新浪潮，受當時香港經典黑幫電影流入的影響，韓國觀眾熱衷於周潤發、張國榮等主演的香港黑幫電影，韓國黑幫電影也逐漸出現端倪。

韓國電影中，黑社會題材的出現在 20 世紀 90 年代初迎來了重要的轉折。具體來說，這是在《將軍之子》(1992)到《遊戲法則》(1994)之間實現的。“武打片”“動作片” 這些類型曾被統稱爲“強盜電影”，也是從這個時候開始被命名爲“黑幫電影”

[37] 리평루이. 홍콩 갱영화와 한국 조폭영화의 스타일 비교 연구. 국내석사학위논문 청주대학교 대학원, 2021. 충청북도

[38] 韓國電影振興委員會編著. 周健蔚. 徐鳶 譯. (2010). 韓國電影史:從開化期到開花期. 上海:上海譯文出版社. 195.

的。這一轉變首先意味著一種新的敘事習慣的出現。以當代的背街小巷爲背景，出現了渴望物質成功的平凡但邪惡的主人公，他爲此進行了不懈的努力，在此過程中，暴力被選爲手段，而且單槍匹馬是不夠的，它必須與他人的暴力結合起來並組織起來，但是這個組織總是被背叛摧毀，因爲它只是被選擇作爲一種手段，有組織的暴力被投到激烈的競爭場，主人公最終落敗。[39]

同時韓國導演將本土電影中一貫對人性的挖掘、對現實的批判以及宿命論等元素與黑幫故事進行融合，出現了現實和類型複合的意識傾向，1994 年張賢洙執導了《遊戲的法則》，影片展現了在首爾打天下的主人公在若肉強食的世界打架鬥毆、坑蒙拐騙和遭受挫折的情景。整部作品帶有香港黑幫電影的視覺風格並與美國電影《午夜牛郎》(1969 年，約翰・施萊辛格)的情節類似，成爲韓國第一部黑幫電影，也是一次現實主義和類型片娛樂性沖突後的和解。此後黑幫電影在韓國迅速發展，《漢城大逃亡》(1995)、《暴徒功課》(1996)、《老板》(1996)、《殺欲情仇》(1996)、《心跳》(1997)、《綠魚》(1997)、《勝者爲王之阿三》(1997)等都是 90 年代的代表作品，李滄東導演的《綠魚》還在第二屆釜山國際電影節上獲得了新浪潮獎提名，這對於新發展起來的韓國黑幫電影來說是最大的肯定。

1996 年,韓國政府宣布電影公映倫理委員會的審查違反憲法,結束了延續多年的韓國電影審查制度,這爲之後的韓國電影提供了更爲寬廣的題材空間和表現空間。[40] 1998 年，韓國建立電影分級制度，色情題材、恐怖題材、政治題材的電影作品也不再受到創作限制，這使得韓國導演們有了更大的創作空間，並且受後現代思潮的影響，世界影壇刮起了後現代電影之風，韓國黑幫電影也再次出現了新一輪的轉型浪潮。以《加油站被襲事件》(1999)爲開端，韓國黑幫電影帶著後現代思潮的因子進入了 21 世紀，開始了韓國黑幫電影繁榮發展的第一個十年。以《我的老婆是大佬》系列(2001-2016)、《頭師父一體》系列(2001-2007)、《家族榮譽》系列(2002-2012)、《大佬鬥和尚》(2001)、《逃學威鳳》(2005)等影片爲代表，嚴肅的黑幫題材拼貼式地與喜劇、愛情、校園等輕松幽默的因素結合，在不同類型因素的相互融合中完成對傳統的解構，帶給觀眾不一樣的觀影感受，喜劇、愛情以及青春校園等又是韓國擅長的類型，因此在拼貼融合的過程中，後現代韓國黑幫電影片也完成了本土特色的回歸。新世紀的第二個十年，以《與犯罪的戰爭》(2012)、《新世界》(2013)、《不汗黨》(2017)作爲代表的

[39] 이호결. 신자유주의적 국가/시장의 재편과 한국 조폭영화. 영상예술연구, 2012:228.
[40] 談熚萍. (2007). 韓國電影的反叛氣勢. 世界文化(02), 4-6.

韓國黑幫電影顯現出和之前完全不同的故事內容和影片風格，政治和權利是這時期黑幫電影的兩個關鍵詞。這一時期的影片依舊以對黑社會人物的關注作爲核心主題，但在敘事結構、電影語言和空間架構的呈現上都有了非常大的改變：影片的鏡頭語言更爲精致現代，呈現的打鬥場面更爲龐大，音樂的運用以及場面調度和影像構圖都更傾向國際化；相較於之前韓國黑幫電影中的空間架構來說，所呈現出一個更加龐大複雜的社會空間，黑幫團體集團化、正規化，表面以非常嚴格的公司模式運營，且通常與主流社會空間的高層有各種各樣的親密聯系，犯罪行爲表現爲勾結官員奪取利益，另外警察、檢察官這樣的主流社會正面形象開始主動與黑幫空間有合法或非法的交涉，這一時期的影片依然呈現了黑幫人物作爲普通人的情感，更多的也是對韓國政治和社會現實的批判和諷刺。

自進入 21 世紀開始，韓國黑幫電影就開始狂飆猛進地發展，近年來的韓國電影以其多元開放的類型、商業元素的巧妙糅合以及在美學範式上的顛覆創新，已經憑借其相當高的工業水平成爲“亞洲電影發展的新標杆”。[41]

表<1> 1990-2021 年韓國黑幫電影統計

年份	電影名	導演	年份	電影名	導演
1990	장군의 아들	임권택	2006	뚝방전설	조범구
1992	달은... 해가 꾸는 꿈	박찬욱	2006	조폭 마누라 3	조진규
1994	게임의 법칙	장현수	2006	가문의 부활 - 가문의 영광 3	정용기
1995	런어웨이	김성수	2006	투사부일체	김동원
1996	깡패수업	김상진	2006	거룩한 계보	장진
1996	보스	유영진	2006	폭력써클	박기형
1996	본 투 킬	장현수	2006	해바라기	강석범
1997	비트	김성수	2006	비열한 거리	유하
1997	넘버 3	송능한	2006	마강호텔	최성철
1997	초록물고기	이창동	2007	상사부일체 - 두사부일체 3	심승보
1999	주유소 습격사건	김상진	2007	수	최양일
1999	인정사정 볼 것 없다	이명세	2007	우아한세계	한재림
2000	죽거나 혹은 나쁘거나	류승완	2008	영화는 영화다	장훈
2001	화산고	김태균	2010	무적자	송해성
2001	조폭 마누라	조진규	2010	황해	나홍진
2001	달마야 놀자	박철관	2011	푸른소금	이현승
2001	두사부일체	윤제균	2012	범죄와의 전쟁: 나쁜놈들 전성시대	윤종빈
2001	친구	곽경택	2013	좋은 친구들	진형태
2002	가문의 영광	정흥순	2013	깡철이	안권태
2002	라이터를 켜라	장항준	2013	신세계	박훈정
2002	4 발가락	계윤식	2013	친구 2	곽경택
2002	공공의 적	강우석	2014	황제를 위하여	박상준

[41] 張燕，譚政.(2014).2012-2013 韓國電影產業複興的新界點.北京電影學院學報(2).

2003	조폭마누라 2-돌아온전설	정흥순	2014	신의 한 수	조범구
2004	나두야 간다	정연원	2014	우는 남자	이정범
2004	달마야, 서울 가자	육상효	2015	내부자들	우민호
2004	목포는 항구다	김지훈	2015	강남 1970	유하
2004	하류인생	임권택	2016	프리즌	나현
2004	말죽거리 잔혹사	유하	2017	미옥	이안규
2004	범죄의 재구성	최동훈	2017	더 킹	한재림
2005	가문의 위기 - 가문의 영광 2	정용기	2017	불한당: 나쁜 놈들의 세상	변성현
2005	잠복근무	박광춘	2017	범죄도시	강윤성
2005	미스터 소크라테스	최진원	2017	마약왕	우민호
2005	달콤한 인생	김지운	2018	성난황소	김민호
2005	야수	김성수	2019	악인전	이원태
2006	열혈남아	이정범	2020	소리도 없이	홍의정
2006	짝패	류승완			

Ⅲ. 韓國黑幫電影的特征和成功原因

隨著社會經濟的發展，電影觀眾的審美逐漸提高，人們所追求的精神需求也在不斷變化，因此電影的創作也需要隨著社會的發展呈現出不同的美學特征，導演們需要立足本土文化，充分的了解市場、了解觀眾，提升電影劇本故事內涵和本土特色，創作出更加符合當下審美的電影作品。

韓國電影人立足本土文化根源，在內容、形式以及美學上推陳出新，從不同視角解讀黑幫題材，形成韓國黑幫電影獨特的魅力。隨著韓國電影分級制度的建立，越來越多的黑社會題材電影相繼問世，它們用影像的張力關心敏感話題、觸摸現實、拷問良知，在一代韓國影人不懈的努力下，誕生了一系列黑幫電影的經典。[42] 韓國黑幫電影的獨特魅力在於它對社會邊緣群體、小人物命運的展現以及戲謔與虛構的情節內容上。

去英雄化的黑社會人物。在韓國黑幫電影中，往往不具有像香港電影和好萊塢電影中那樣浪漫英雄化的主人公，取而代之的是“去英雄化”的黑幫分子，鏡頭聚焦混跡於社會底層，在黑幫中勉強度日的小人物身上發生的故事，這些黑幫分子會有日常生活中柴米油鹽瑣事的煩惱，會陷入經濟窘境，會有愛情、婚姻的困擾等，加入黑社會組織更多時候是一種身不由己的選擇，觀眾能夠從這些人身上看到現實的生存真相和生存境遇，影片更注重挖掘他們豐富的內心世界和情感需求。影片的主題是突出人

[42] 鮑鳳.(2017).新世紀以來韓國幫派題材電影的敘事策略.今傳媒(06),105-107.

類的欲望和劣根性，展現兄弟情誼以及現代社會中人生的無奈，似乎僅僅是依托一個黑社會的宏觀背景，集中展示的是普通人在人生中無法抗拒的命運。[43]

各類型融合的意識傾向是韓國黑幫電影重要的特點，將多個不同的電影類型元素進行敘事上的揉捏，改變了原本黑幫電影單一的敘事模式。新世紀以來，韓國黑幫電影常將家庭、情感、性混雜進類型片中，這裏面甚至可以看到香港動作片和無厘頭喜劇的影子。電影通過剪輯和敘事將動作場面喜劇化。人物情節則多趨於無厘頭，以誇張的表演和出乎常理的劇情制造喜劇和溫情效果。這種複合類型的方式，形成了更加多樣、更多可能的類型走向和影片主題，豐富了黑幫電影這一類型的呈現方式，成爲90 年代以來韓國黑幫電影的類型實踐。

21 世紀以來的韓國黑幫電影，在國內外影壇煥發出蓬勃的生命力，是因爲它在汲取世界各地區黑幫電影發展經驗的基礎上不斷超越，積極融入創作者意識和本土文化內涵，擴充了世界黑幫電影的類型經驗。同時，它通過封閉的空間景觀呈現和“去明星”的明星策略運用，隱喻地實現了影片宏大命題的完美表達，有效縫合了影像與現實兩個世界的裂縫，以極具本土特色的類型規則爲其他國家電影產業的類型化提供了借鑒意義。

Ⅳ. 韓國黑幫電影對中國香港黑幫電影發展的啟示

黑幫電影作爲目前韓國電影的代表類型之一，它近 30 年高速發展的背後是整個韓國類型電影工業體系從建立到成熟的成長曆程。包括黑幫電影在內的韓國類型電影，在借鑒好萊塢類型電影模式的同時，能夠將韓國本土文化進行融入，體現出“國際面貌”和“本土精神”，影片華麗的外包裝下是樸實的故事內核，傳達出最質樸的民族情感訴求，兼顧了主流受眾對娛樂性和民族文化的雙重需求。此外，電影審查制度、電影分級制度等政策的出台和建立也爲韓國電影行業的發展提供了良好的市場環境，尤其拓寬了黑幫、犯罪、恐怖等電影類型的創作領域和生存空間，使得整個電影市場在積極的競爭中走向穩定和成熟。

中國香港的黑幫電影從 80 年代開始磅礴發展，汲取了美國、意大利、法國以及日本等眾多國家黑幫電影的美學特征，並與香港本土的文化建構、類型美學互動，從而產生出了新的本土認知價值和美學個性，逐漸發展成爲香港最特色的類型電影之一。

[43] 陳蒙蒙.(2018).1990年代以來的韓國黑幫電影研究(碩士學位論文，上海大學).32.

經過幾十年的發展，香港黑幫電影經曆了萌芽、成熟、輝煌、與大陸合作，四個時期，每個時期的作品都展現著不同的主題內容、思想文化及美學特征，每個時期也都有著經典的作品出現，共同開創出香港黑幫電影的繁榮場面。80 年代的香港電影在東亞有著巨大的影響力，可以說與好萊塢電影一起瓜分了世界電影市場。1990 年前後，韓國曾掀起一股香港電影熱潮，香港電影現在成爲韓國中壯年男性的懷舊對象。[44]

而在電影制作技術上，逐漸成熟的韓國黑幫電影能夠在 20 世紀 90 年代後期問世，也得益於同時期的香港黑幫電影。香港黑幫電影的人物塑造、敘事結構、拍攝手法都對韓國黑幫電影有著借鑒的作用，甚至有多部香港黑幫電影被借鑒翻拍，如《新世界》和《無籍者》，韓國導演們在香港黑幫電影的情節基礎上融入韓國本土文化特點進行創作，上映後均取得了較高的票房成績。

新世紀前後，由於政治、經濟的變化等多種原因，香港黑幫電影出現滑坡勢頭。2003 年的《內地與香港關於建立更緊密經貿關系的安排》簽署之後，大量香港導演選擇與內地合作攝制影片，共同制作片便成爲了近年來香港電影發展的主要方向，香港本土制作的電影漸漸處於邊緣位置。但是因爲香港與內地文化背景、社會制度的差異，難免的出現了許多水土不服的症狀，導致許多香港電影人難以適應，從而漸漸走向衰落之路。

雖然香港黑幫電影在進入 21 世紀後雖然有了新的轉型與發展，但已經不複曾經佳作頻出的繁榮局面。其中有一些需要反思的問題，比如一部分粗制濫造的香港黑幫電影，爲了博得觀眾眼球，獲得高票房的經濟回報，影片充斥著低俗、血腥暴力等負面元素。

當前，韓國黑幫電影的繁榮對其他亞洲地區電影產業提供了參考和借鑒的範例，尤其對於當下日漸萎靡的香港黑幫電影市場來說更具參照價值。

完善的電影制度是韓國黑幫電影繁榮發展的重要因素之一，電影放映限額制度、《電影振興法》以及電影分級制度等政策的頒布和實施爲韓國電影的攝制提供了較爲寬泛自由的題材空間和表現空間，豐富電影類型的同時，也增加了影片內容的多元化表達。電影分級制度就是相當於通過權威、嚴謹的法律條文對電影內容進行公開注釋，將一個權威的衡量標准展現給觀眾，讓觀眾根據自己的需求進行選擇。和傳統電影審查制度相比，電影分級制度能夠給觀眾更爲多樣的自主選擇權利，可以滿足不同年齡層次觀眾的觀影訴求；其次，它也給電影的創作提供了更爲寬廣的領域和空間，使影

[44] 김승구. 1990 년 전후 한국 내 홍콩영화의 수용 양상. 한국학연구, 2017(9):95-136.

片具有一定的表達自由；此外，通過對電影的分級，觀眾可以對電影作品的屬性有更爲清晰的了解，在法律的約束下，能夠有效保護未成年人，避免他們受到不適宜其成長的因素的汙染和影響，同時也能爲滿足年齡條件的觀眾帶來更廣泛的電影題材選擇餘地。隨著經濟的快速發展，越來越多的人開始走進電影院追求精神文化上的享受，電影受眾逐漸向更多層面擴展，人們對電影作品的多樣化需求也表現的愈加顯著，如何處理受眾的新需求和舊傳統之間的矛盾，將成爲電影市場能否更進一步的關鍵，香港黑幫電影在共同制作的趨勢下，想在香港和大陸兩地之間均取得良好的制作效果，那麼建立覆蓋兩地的電影分級制度、完善市場機制是順應社會發展潮流、恢複香港電影業繁榮的必要條件。

電影是用影像講述故事的文化產品，韓國電影之所以能夠迅速崛起發展，並在全球範圍內傳播，就在於它在打造類型外殼的同時，還注重影片故事內涵和本土色彩的提升。韓國黑幫電影除了表達現實社會中小人物的生存境遇，也以受害者、罪犯、偵探的反類型人物設定來揭示人性的複雜。導演通常將現實的人物角色放入影片當中，主人公在正義與邪惡、罪與非罪間穿梭，塑造出善、惡交融於一身的人物形象，以角色的行爲動機來敘述人性的轉換。善惡爲人性的兩面，在電影中常表現爲對立的二元存在，如香港黑幫電影中正義與邪惡的存在，警察與匪徒的存在。但在韓國黑幫電影中，善與惡、罪與非罪不以絕對的形式出現，而是帶有了哲學思辨性的色彩，既可能兩者皆是，也可能兩者皆非。主人公以亦正亦邪、善與惡交融一身的個體形象出現，這才是生活世界的常態。香港黑幫電影要借鑒韓國黑幫電影中對於故事內涵的挖掘，對於人性的兩面性描繪，展現出一個更爲立體、更爲真實的黑幫世界，利用香港、大陸共有的文化內涵，塑造具有東方色彩的黑幫人物，構建具有自身特色的黑幫故事。

V.結語

“類型片的成熟與發達，正是一個國家或地區電影產業興盛的基礎”[45] 類型模式的建立是韓國電影成功的關鍵，也是其走出國門走向國際的重要法寶。在創作過程中，要在完善類型模式的基礎上，認真打磨故事情節、結構以及人物的塑造，做到類型本土化、獨特化。華麗的包裝下總是本民族最質樸的故事內核和情感訴求，其形式和內容是相輔相成、相互支撐的。善惡交融、去英雄化的人物塑造、反高潮的敘事結構，

[45] 沈國芳.(2005).觀念與範式:類型電影研究. 北京:中國電影出版社.9.

韓國黑幫電影以自己獨特的藝術、人性、敘事、文化等多重話語對經典類型大膽突破。韓國電影人對邊緣化人群及現實社會之間的相互映照，表現出其堅韌的民族精神和對普世化情感的關懷，不但推動著韓國國產電影的飛速前進，也爲其國際視野下的歸屬認同奠定了不可動搖的地位。[46] 因此香港電影在強化類型創作模式時也要注重影片故事內涵的提升和本土文化特色的融合，用類型的結構講述本土的故事，同時增強故事的原創性，做到關注現實、關注群眾、關注市場。

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Introspection and Extending of Theoretical and Empirical Research on Educational Happiness
教育幸福感理論與實證研究的新進展*

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Abstract: *The current research on educational happiness theory mainly focus on theoretical foundation, wellbeing dimensions and its influencing factors. This paper used the literature method to review the existing research results and the research conclusions which show that: firstly, educational happiness' influencing factors research occupies more than half in many literatures and most of all based on the empirical analysis. Secondly, this study has been extended to different discipline fields. In recent years, there arise a new perspective of educational happiness research in this field in double reduction policies. Finally, a significant tendency is that the educational happiness research has connected with organization management and public management. Educational happiness has become a kind of fashion discourse system. In the future to clarify the related fields of educational happiness may be a good research topic.*

Keywords*: Educational happiness, objective well-being, Double - reduction policies*

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幸福是人類生活的永恆話題，但對幸福感的研究熱潮是上個世紀五十年代肇始的。幸福感的研究經歷了從概念的澄清與影響因素的判斷到理論的建構、測量的實證化以及發展干預幾個階段。縱觀近年以來的國內外幸福感研究的文獻，幸福感仍然是學者們熱衷於討論的話題。當前關於中國教育幸福感的研究主要表現在：對於幸福感影響因素研究的文獻超半數;研究以實證分析居多;研究已經拓展到了多個學科領域;教育民生實踐中幸福感獲得研究開始深入組織管理與公共管理領域，以政策實踐的邏輯提升幸福感獲得與體驗。本文在文獻資料的回顧基礎上，歸納教育幸福感研究的走向、表現特點以及對未來教育幸福感的研究領域進行判斷。

I. 幸福感研究的理論反思

國外對於幸福感理論研究表現出兩個突出的特點：一是對幸福感維度所展開的研究;二是對幸福感理論進行跨學科的解釋。我國學者的幸福感理論研究更多是與傳統文化及相關理論相結合，表現出較強的本土化趨勢。

1. 幸福感的維度及其解釋的研究

幸福是一種悖論，它的實現過程伴隨著目標、成功、態度的矛盾，每個人的幸福感體驗也會隨著情境和條件的變化而發生變遷。為此，對於幸福感包括哪些維度，學者們所呈現的內容有顯著差異，有的從內涵界定角度指出幸福感的相關層面，有的則從批判視角分析幸福感這些層面的合理性。

首先，對幸福感內在要素模型的分析。為了詳細分析幸福感，學者們對幸福感進行了操作化，分別是單因素模型、雙因素模型、三因素模型和四因素模型。單因素模型從狹義角度把幸福感視作主觀幸福感。自從蒂納(Diener，2000)歸納了主觀幸福感的四個內容，即“生活的總體滿意度、生活各方面滿意度、積極情感體驗、消極情感體驗”[47]之後，大多學者以此界定作為幸福感操作化和現實化研究的依據。但有學者對此提出質疑，認為把幸福感簡單地界定為主觀幸福感，是需要考慮相應的條件的。理查・M・里安和胡塔(RichardM.Ryan&VeronikaHuta,2009)在對卡西丹等(Kashdanetal)和沃特曼(Waterman)提出的幸福感終極視角進行批判時指出，把幸福感概念操作化縮小為主觀幸福感是有局限的，使用主觀幸福感來反映幸福感這種終極思考的價值，要求研究假設必須能反映幸福感與目標、生活方式之間的聯繫，並且從廣度和區分度上使得結果反映幸福感。[48]諾丁斯(NelNoddings，2012)對哲學視角中的幸福感與心理學上的幸福感研究進行了合併，目的就是為了去除幸福感理解中存在的歧義。諾丁斯的這種做法仍然存在歧義，它忽視了考慮人們的生活條件，幸福感的追求需要考慮積極的情感和個人滿足，進而追求共同利益和道德的生活。為此人們開始從多因素的角度對幸福感展開研究。雙因素幸福感模型把幸福感分為“主觀幸福感和心理幸福感”兩種取向，這兩種取向是西方學者進行幸福感研究的兩個主要維度。三因素模型奠基於

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[47] Diener E.(2000). Subjective Well-Being: The Science of Happiness and a Proposal for a National Index.American Psychologist , 55, 34-43.

[48] Richard M. Ryan., &Veronika Huta. (2009).Wellness as healthy functioning or wellness as happiness: the importance of eudaimonic thinking (response to the Kashdan et al. and Waterman discussion).The Journal of Positive Psychology: Dedicated to furthering research and promoting good practice , 4(3), 202-204 .

幸福感研究有快樂論和實現論兩個派別：快樂論以主觀幸福感體現;實現論由心理幸福感和社會幸福感標示[49]。三因素模型包括主觀幸福感、心理幸福感和社會幸福感，這一整合后的理論模型命名為積極心理健康(Positive MentalHealth，PMH)。四因素模型以阿蘭(AlanS.Waterman,2008)的論述為據，他指出需要澄清幸福感的概念和操作定義，快樂論和實現論作為幸福感概念的兩個方面要結合幸福的四個概念層面一起分析，它們是主觀幸福、快樂幸福感、心理幸福感和實現的幸福感。[50]

其次，對快樂論和實現論基礎下的幸福感研究的審視和反思。以快樂論和實現論為基礎展開的幸福感研究，在實際測量的概念操作化過程中受到一些學者的質疑。以往的這兩個研究視角忽視了從內在心理動機和快樂體驗角度去測量幸福感，“快樂論和實現論視角下的幸福感模式的區分應該從內在心理動機的角度重新進行概念化”[51]。經驗研究表明“快樂論和實現論的幸福感概念存在著重疊，並且可能代表共同運作的心理機制”[52]，這種根植於哲學的觀點並不一定具有科學性，對快樂論的幸福感和實現論的幸福的嚴格區分中存在一定的問題和代價。對快樂論和實現論兩個視角下的幸福感進行優劣比較，其研究存在兩種傾向：一種觀點認為情感幸福感優越於快樂觀的幸福感;另一種則對此持懷疑態度，他認為世俗倫理對幸福感有重要的影響作用。

2.**對幸福感的跨學科理論解釋**

隨著幸福感應用領域的擴展，不同學科視野下的幸福感理論研究開始興起。經濟學視野下的幸福感研究大多建立於亞當·斯密(AdamSmith)的“道德情操論”和凱恩斯(KeynesJ.M)的倫理和幸福感的思想。評判性的反思和拓展性運用研究是學者們分析經濟學視野下的幸福感常用的一種話語體系。勞瑞•布若班(LaurieBréban,2012)[53]對亞當·斯密的“道德情操論”及幸福函數進行了評判，在此基礎上他分析了”幸福感理論”及對個人偏好的影響，以及暗含的幸福感長期變化的可能性。凱恩斯的幸福觀是

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[49] Ryff C D.，&Singer B H and Love G D. (2004). Positive health：connecting well-being with biology. Philosophical Transactions of the Royal Society Biological Sciences , 359, 1383-1394 .

[50] Alan S. Waterman.(2008).Reconsidering happiness: the costs of distinguishing between hedonics and eudaimonia.The Journal of Positive Psychology: Dedicated to furthering research and promoting good practice, 3(4),234-252.

[51] S.Waterman., &Seth J.Schwartz and Regina Conti.(2008). The Implications of Two Conceptions of Happiness(Hedonic Enjoyment and Eudaimonia)for the understanding of intrinsic motivation.Journal of Happiness Studies ,9,41-79.

[52] Todd B. Kashdan., &Robert Biswas-Diener and Laura A. King. (2008).Reconsidering happiness: the costs of distinguishing between hedonics and eudaimonia.The Journal of Positive Psychology:Dedicated to furthering research and promoting good practice ,3(4),219-233.

[53] Laurie Bréban. (2012).Smith on happiness: towards a gravitational theory.The European Journal of the History of Economic Thought, DOI:10.1080/09672567. 683021.

建立在物質財富的基礎上的，它只是享受美好生活的先決條件，而幸福感是由多維的因素所導致的，因而凱恩斯的幸福觀是有值得商榷的。

幸福感的客觀主義和主觀主義的探討豐富了人們對幸福感的認知視野。主觀主義認為人們在生活中感到幸福就是有了足夠的幸福感;而客觀主義者則要在幸福感上加上額外的要求，它把幸福感看作是獨立於道德和善良的，並提供強大的解釋力去描述人們的行為和動機。[54]新的人性論解釋了資本主義的幸福悖論，認為資本主義的成功在於其部分地理解人性，其失敗是由於部分地誤解或拓展了人性。這導致了忽視人性的需求與期望成分而去追求動物本能和自我中心。新人性理論對幸福感進行了新解釋：如果一個人只聽取自身的需求而不顧他人，這個人是不能獲得真正幸福的。在幸福感的理論拓展上，學者們還對已有幸福感思想進行修正和完善，力圖探索傳統理論的當代適應性問題。從佛教的視點來考察“保持可持續性”，特別是“人類生活的質”和“幸福度”問題是一種新的研究進路。從佛教的思想方法來看，幸福感的實現需要處理身心，人與社會的關係。[55]當然，如何實現幸福與實踐相統一，也是幸福感學理探索中應該加以分析問題。在自由社會中追求幸福可能會對抗大眾的觀點。個人在追求幸福的過程中可能會與同行主流的文化相矛盾。追求幸福的過程會與政治和道德的通行觀點相抵觸，個體需要弄清楚什麼是真正的幸福。

國內幸福感的理論探討主要表現為本土化、地域化和時代化的特點。從傳統文化中挖掘幸福感的理論依據是學者們常用的分析視角。中國傳統幸福感在詮釋幸福的內涵上既重視人的主觀內在感受，更重視幸福同自然、他人、社會的相互關聯，並與現代和諧社會思想理念相吻合。儒、道、佛三大流派有著各自的幸福觀闡釋，中國人的主觀幸福感是與傳統文化中“樂”文化密切吻合的。[56]從傳統文化中析出幸福感的理論淵源，是一種幸福感研究的中國化傾向。道家的思想可為幸福感的研究提供闡釋的依據。基於當代中國的時代背景，從馬克思主義思想中挖掘幸福感的理論元素，也是一種幸福感發展中的哲學觀。馬克思的幸福論奠定於唯物史觀的基礎上，有其歷史性，幸福的主體是現實中的人，是對各種關係結構的判斷。[57] “中國夢”中人民幸福的內涵需要解答中國化的馬克思主義幸福觀的應然性。如何在中國實踐馬克思主義的幸福

[54] Christine Vitrano.(2010).The Subjectivity of Happiness.J Value Inquiry , 44(47),47-54 .
[55]山本修一.嘉木揚凱朝.(2011).“持續可能性”與佛教:從“人類的生活的質量”和“幸福感”的視點.世界宗教研究(05),94-99.
[56]曾紅.郭斯萍.(2012).“樂”—中國人的主觀幸福感與傳統文化中的幸福觀. 心理學報(07),986-994.
[57]楊楹.(2013).馬克思幸福論的特質. 道德與文明(05),25-29.

觀是實現有“中國特色”的人民幸福的當代課題。[58]古往今來的幸福感理論的缺陷是為大多數人帶來幸福的制度安排，以“文明發展”為基礎的人民幸福是中國特色社會主義制度運行中的迫切實踐。

II. 幸福感的影響因素及幸福與教育關係的探索

幸福感的影響因素眾多，其中收入、職業是影響幸福感的重要因素。當然，很多因素對幸福感的影響過程並不是單一的和單向的，往往是多種因素交織的結果。關於教育幸福感影響因素的研究是近五年來學者們重點關注的視角，研究成果以實證分析居多，且重視研究模型的構建和檢驗。學者們在分析中開始重視公共政策對個體幸福感帶來的影響，從納入分析的因素來看，研究已經拓展到了多個學科領域。

1. 收入與幸福感的影響

收入對幸福感的影響一直是學者們不能也不願迴避的話題，收入水準會對幸福感產生影響這一判斷已經成為不爭的事實。一方面，收入對幸福的影響已經得到證實。但同時，個體收入的增加並沒有帶來個體幸福感的增強，這被經濟學家們稱為“幸福感悖論”。和絕對收入相比，相對收入、相對剝奪對主觀幸福感起決定作用[59]。什麼樣的收入水平會帶來幸福感的提高？如何判斷收入與幸福感之間的關係？關於這兩個問題的回答，拓展了人們判斷收入與幸福感關係的視野。與滿足後續層次的需求相比，基本需求的滿足能夠實質性地增加個體的幸福感。這進一步說明在某種收入水準上收入和幸福感之間存在著正相關關係[60]。而也有學者對此持懷疑的態度。甚至有人認為，收入與幸福感之間的關係弱到超出人們的想像，研究的實踐場域及誘導因素會影響人們對收入和幸福感關係的判斷。合理地理解研究所面臨的背景因素才能正確分析收入和幸福感之間的關係[61]。

實際上，收入與幸福感的關係很複雜。收入增加的確令人更加幸福，但收入對幸福感的影響存在明顯的邊際效用遞減規律;而且，經濟收入並不是影響幸福感的主要因

[58]王魯寧.李海青.(2014).馬克思主義的幸福觀及其中國化何以可能——基於“中國夢”人民幸福內涵的理論淵源及實踐價值視角. 理論界(12),6-17.

[59]任國強,桂玉帥 & 劉剛.(2012).收入對主觀幸福感的影響-國際的經驗與國內的證據. 經濟問題探索(07),23-32.

[60] Stavros A. Drakopoulos.(2009). The paradox of happiness: towards an alternative Explanation.J Happiness Stud, 9, 303-315．

[61] Jeremy Cone ., &Thomas Gilovich. (2010).Understanding money's limits: People's beliefs about the income–Happiness correlation. The Journal of Positive Psychology: Dedicated to furthering research and promoting good practice , 5(4), 294-301.

素，精神生活滿意度、積極樂觀的心態、家庭成員間人際關係對幸福感也有積極影響[62]。收入對幸福感的影響程度因國家經濟狀況不同而有差異：發展中國家經濟狀況與主觀幸福感的相關性高於發達國家;發展中國家的低收入樣本經濟狀況與主觀幸福感的相關性最強，高收入樣本經濟狀況與主觀幸福感的相關性最弱。受教育程度越高，經濟狀況與主觀幸福感的相關性越低;反之亦然。[63]就現階段中國而言，收入與城市居民幸福感之間具有一定的正相關;地區富裕程度會對二者關係產生影響。高收入群體幸福感水平明顯高於低收入群體;在一定時期內，幸福指數並沒有隨著國民收入增長而同步增長;地區富裕程度與居民幸福感水平之間相關不明顯[64]。

2.職業因素對幸福感的影響

關於影響幸福感的職業因素，國外學者們歸納出了眾多因素，如工作複雜程度、工作的彈性、組織認同、個人與環境匹配程度、工作滿意度、心理資本。國內學者關於職業幸福感的研究主要集中於與公眾利益密切相關的職業如教師、醫生、員警、公務員等職業人員幸福感的分析。對於教師的職業幸福感研究，具體從兩個側面展開：一是不同教育層次中的教師職業幸福感研究，這類研究集中在中小學教師和高校教師的職業幸福感分析上;二是教師職業幸福感與相關因素的關係研究。他們主要探討教師幸福感與社會支援、職業倦怠、評價體系、教學業務發展等因素的相關關係。

3.幸福感影響因素的多元分析

由於幸福感的影響因素往往是多方面的，從多個影響因素入手分析對幸福感的相關性是一種趨勢。國外研究主要考慮的是幸福感的內部影響因素。一項研究採用牛津幸福感問卷對義大利 782 名青少年的樣本分析基礎上，通過結構方程模型構建了五結構因數(控制和自我實現、生活滿意度、精力、社會興趣和社會快樂)來測量積極心理功能的維度。這些維度構成了總體心理幸福感的潛在結構，驗證了牛津幸福感問卷在義大利研究的適用性[65]。在以情感幸福感作為仲介變數測量生活滿意度和主觀幸福感之間關係的研究中，通過多元回歸分析顯示，職業成就、社會聯繫、自尊與生理和心理

[62]徐安琪.(2012).經濟因素對家庭幸福感的影響機制初探. 江蘇社會科學(02),104-109.
[63]張愛蓮.(2011).國外對發展中國家經濟狀況與國民主觀幸福感關係的研究. 重慶大學學報(社會科學版)(06),79-83.
[64]邢占軍.(2011).我國居民收入與幸福感關係的研究. 社會學研究(01),196-219+245-246.
[65] Mauro Meleddu ., &Marco Guicciardi and Francesca Scalas and Daniela Fadda. (2012). Validation of an Italian Version of the Oxford Happiness Inventory in AdolescenceJournal of Personality Assessment, 94,(2),175-185.

健康密切相關[66]。國內學者對於幸福感影響因素的研究不僅關注個體內在因素的影響，而且注重探討外在社會影響的影響。個體性的內在因素主要涉及自我效能、人格、心理資本、健康情況、年齡等;外在的社會影響因素方面學者們主要關注網路、社會凝聚、婚姻、階層狀況、住房、社會政策等方面。其中，工作、生活、收入分配和社會保障是影響幸福感的四個主要因素[67]。經濟收入、住房產權、人際交往、貧富分化、民主參與、政府服務、社會保障、矛盾糾紛對居民幸福感產生重要影響影響[68]。幸福感的多元分析進一步證明影響幸福感的因素是多元的，幸福感是多種因素共變的結果。

4. 教育對幸福感的影響

由於教育往往在人們由低而高的向上社會流動中起著重要作用，因而對人們成就感的獲得具有直接效應。國內有關教育與幸福感的研究可謂多樣而繁茂。在涉及教育對幸福感的影響方面，大量的學者側重於從教育教學效果的角度探討幸福感。優秀學生的學習和幸福感之間存在相關關係，數學教學的幸福或是不幸福主要受數學的有效性和一起學習兩個因素的影響[69]。學習成績與幸福感之間的關係研究可以為提高學生學習的動力和潛力提供改善的依據。教學的有效性和鼓勵學生參與學習能夠促進教學效果提高;同時，接納學生的消極情感並試圖引導出積極情感是建立大學生幸福感的最佳策略[70]。參與學校的程度會影響學習表現、自我評價的健康程度、生活滿意度和主觀幸福感。終生學習與幸福、幸福感之間也有關係，終身學習有助於提升人的幸福感。特殊學生群體的幸福感也是學者們關注的一個重點領域。總之，不管基於何種視角思考教育幸福感，需要澄清教育公平理念與幸福感之間的關係。這種關係可能需要從學理上進行粘合，也需要從實證角度關注教育教學活動中二者的踐行。為此，有學者提出“教育公平與教育幸福在學理上能夠複合，追求’有幸福感的教育公平’具有可行性。在教育過程中需要促使學生個體去體驗幸福的各個層面並促使幸福感的生成。[71]

[66] Alicia S.M. Leung，& Yu Ha Cheung and Xiangyang Liu.(2011). The relations between life domain satisfaction and subjective well-being.Journal of Managerial Psychology , 26(2),155-169.

[67]孫鳳.(2007).主觀幸福感的結構方程模型. 統計研究(02),27-32.

[68]毛小平.羅建文.(2012).影響居民幸福感的社會因素研究—基於 CGSS2005 數據的分析. 湖南科技大學學報(社會科學版)(03),42-45.

[69] Cathy Smith.(2010).Choosing more mathematics: happiness through work. Research in Mathematics Education, 12(2),99-115.

[70] Rebecca J. North,Anushka V. Pai., &J. Gregory Hixon and Charles J. Holahan.(2011). Finding happiness in negative emotions: An experimental test of a novel expressive writing paradigm The Journal of Positive Psychology:Dedicated to furthering research and promoting good practice , 6(3),192-203 .

[71]張善鑫. 2011. 幸福感：教育公平的人文取向. 西北師大學報(社會科學版)48(4):85-90.

從上述分析中可以看出，幸福感影響因素是多元的，教育幸福感的因素分析也是一個複雜的系統工程。個體內在要素和外在社會因素均有可能對教育幸福感產生一定的影響。隨著中國在教育領域全面深化改革進程的推進，教育領域相關利益主體的的幸福感問題也引起了一部分學者的關注。一些突出的社會問題對人們教育幸福感的影響折射了當代社會結構對個體的約束。因此，教育幸福感的影響因素還需要通過更加嚴謹的邏輯推演和實踐檢驗才能形成結論。

III. 中國教育幸福感的理論基礎

由於人們的幸福感常常受到理念因素的影響，新時代背景下教育幸福觀是教育領域深化改革的價值引領。在傳統教育幸福觀和現代幸福觀的張力中尋找教育發展的平衡和進步的方向是當下教育幸福感獲得與實現的重要前提。中國教育發展的進程中先後出現的影響比較深遠的教育幸福觀主要有：儒家的教育幸福觀、馬克思主義的教育幸福觀、習近平教育幸福觀。

儒家的教育幸福觀。儒家優秀文化所蘊含的道德規範、精神品格和價值追求是思想政治教育實踐的精神指引，它深刻地融入到中國的家風教育、學校教育和社會教育領域，植根內心、潛移默化地影響著人們的思想和行為。儒家的教育幸福觀體現在“三個有機統一”[72]上，即物質幸福與精神幸福的統一、個人幸福與社會幸福的統一、理想人格與個人修養的統一。“三個有機統一”的實現需要立足於教育場域，憑借教育活動的推進，實現“立德樹人”的目標。“儒家認為仁愛之心是幸福的源泉，以仁愛道義來節制人的慾望是實現幸福的重要保證”[73]。儒家認為，社會共同幸福才是人們應該追求的真正幸福。這與中國現在追求的共同富裕的內涵是高度契合的。先秦儒家“幸”與“福”的分道與價值指涉，則清晰地表達了崇尚“福”而警惕“幸”[74]的幸福邏輯，教育中主張遵從、遵守的行動意義。這形成了教育幸福來源的主動式與被動式之間選擇基礎，也在一定程度上映射出主動內化與被動教育之間角色扮演。

馬克思主義教育幸福觀。馬克思指出：“幸福是指人之所以為人的真理與自己同在時的心理狀態，包括一切真實的事物、人性的道理、他人的生命甚至動物的生命與

[72]徐靜.王帆宇.(2022).儒家幸福觀與中學生思想政治教育的融合研究. 甘肅教育研究(05),86-89.
[73]**舒坤堯.(2021).試論儒家幸福觀及其現代價值. 人民論壇·學術前沿**(23),126-128.
[74]譚笑.(2020).崇尚“福”而警惕“幸”:先秦儒家幸福觀小論. 江海學刊(03),171-177.

自己同在等等，是一種心理慾望得到滿足時的狀態，是一種持續時間較長的對生活的滿足和感到生活有巨大樂趣並自然而然地希望持續久遠的愉快心情。”[75]馬克思的幸福觀不僅關照個人幸福、他人幸福，也重視整個社會的幸福狀態。馬克思主義幸福觀闡釋了人生幸福與教育之間的關係。“勞動是幸福的實踐前提，社會協同是幸福的創生邏輯，自由全面發展是幸福的價值旨趣”[76]，上述關於幸福的內容、途徑、價值追求的界定為教育活動的開展勾勒出行動邏輯。與儒家幸福觀相比，馬克思主義幸福觀更關照教育的土壤和實現幸福的途徑，主張“幸福並非思想觀念的懸置，幸福靠改造客觀世界的勞動獲取”[177]。當下，如何有效地將儒家幸福觀與馬克思主義幸福觀有效融入到教育現代化進程中是教育領域全面深化改革要面對的現實課題。“以人民為中心”的美好生活訴求實現了傳統與現代幸福的有機結合，也為儒家幸福觀與馬克思主義幸福觀的有效契合提供了現代發展的土壤。

習近平幸福觀。幸福關照的是人的生存，它不僅表現為直觀的現實感受，也蘊含著對未來生活的理想憧憬。習近平新時代中國特色社會主義思想描繪了美好生活的藍圖，為人民幸福提供了現實兌現的途徑。習近平幸福觀由三個主要內容—“人民幸福觀、奮鬥幸福觀和共用幸福觀組成”[78]。習近平指出：”人類不僅追求物質條件、經濟指標，還要追求幸福指數;不僅追求自然生態的和諧，還要追求精神生活的和諧;不僅追求效率與公平，還要追求人際關係的和諧和精神生活的充實，追求生命的意義“[79]。這些美好生活憧憬下的幸福，不是憑空而來的，而是奮鬥出來的，“奮鬥者是精神最為富足的人，也是最懂得幸福、最享受幸福的人”[80]，由此形成習近平的奮鬥幸福觀。幸福觀教育是青少年思想政治教育的重要組成部分，習近平幸福觀對於新時代青少年樹立正確的人生觀、世界觀和價值觀具有重要的指導意義。

中國教育幸福感是在儒家幸福觀、馬克思主義幸福觀和習近平幸福觀等理論基礎指導下基於特定現實條件而形成的，離開幸福的理論基礎，空談實踐領域的幸福感獲得無異於建設教育的空中樓閣。隨著社會變遷，中國教育幸福觀也在不斷的豐富和拓

[75]馬克思.恩格斯.(1995).馬克思恩格斯全集(第 1 卷).北京.人民出版社.第 78 頁.
[76]季愛民.黃莉.(2022).馬克思主義幸福觀視角下的“雙減”政策解讀. 福建教育學院學報(01),7-11+129.
[77]鄒章華.(2021).美好生活:儒家傳統幸福倫理思想與馬克思主義幸福觀的合構. 理論導刊(02),108-115.
[78]王艷.李桂梅.(2021).習近平幸福觀的哲學意蘊與時代價值. 湖南科技大學學報(社會科學版)(04),59-66.
[79]習近平.(2007).之江新語.杭州.浙江人民出版社.第 150 頁.
[80]習近平.(2018).在 2018 年春節團拜會上的講話.人民日報.2018.02.15.

展，對於實踐中教育幸福感的獲得有著更深層次的指導意義，也對人的幸福維度進行了更廣泛的拓展。中國教育幸福感的獲得也隨之有了個體努力的意義和國家付出的價值。

IV.“雙減”政策背景下的中國教育幸福感

2021 年 7 月中國中共中央辦公廳、國務院辦公廳印發《關於進一步減輕義務教育階段學生作業負擔和校外培訓負擔的意見》中指出：“進一步減輕義務教育階段學生作業負擔和校外培訓負擔”(以下簡稱“雙減”)。“雙減”政策實施後對於家庭和學生幸福感的影響開始引起學者們的關注。教育幸福感的政策分析與解釋爭議的焦點是政策的普遍性和特殊性。教育幸福感的政策分析研究闡釋了幸福感的理想與現實差異。從現有的文獻資料來看，中國學者的”雙減”政策背景下幸福感研究的廣度比較大，涉及的研究主題也比較豐富。從已有的研究成果來看，主要體現在以下方面：

“雙減”政策的幸福觀基礎。“雙減”政策從兩個方面(減輕義務教育階段學生作業負擔和校外培訓負擔)出發提升個體的幸福感。“雙減”政策的理論基礎不僅立足於馬克思主義幸福觀和習近平幸福觀，當然也有儒家幸福觀的優秀傳統影響。“雙減”政策就是在教育領域為人民謀幸福的一個重要舉措，也是“領導新時代教育變革以實現教育關照人生幸福的重要舉措”[81]。馬克思主義幸福觀是”雙減”政策落地的理論基礎，它旨在培育自由全面發展的人。“雙減”政策關注主體幸福感獲得，是對人的本原性訴求的積極回應，也是“以人為本”的理念在教育過程中的實踐。擯棄“抽象的人”，落腳於“現實的人”的幸福體驗，是唯物主義幸福觀的表現。“雙減”政策從實踐邏輯來看，關注現實社會中人的幸福感受和體驗，重視作為人的主體幸福獲得。

“雙減”政策執行對幸福感影響。“雙減”政策的實施對教師幸福觀、家庭幸福感和學生幸福感均有一定的影響。從教師這一主體來看，”雙減”政策的實施對教師提出了更高更多的要求，“一些教師在改革陣痛中產生了焦慮，進而降低了幸福感”[82]。“雙減”政策對工作時間、工作負擔、身體健康、角色緊張等[83]都造成一定的消極影響。對於學生主體來說，”雙減”政策推行過程中確實帶來可計量的作業負擔，戶外活動

[81]季愛民.黃莉.(2022).馬克思主義幸福觀視角下的“雙減”政策解讀. 福建教育學院學報(01),7-11+129.
[82]張玉萍.(2022).“雙減”背景下教師幸福感的維護與促進. 教育科學論壇(01),5-10.
[83]曹瑞,楊莉娜,樊雅琴,李鳳堂,張妍,楊春芳.劉明娜.(2022).多元主體參與下中小學“雙減”工作實施問題調查與對策研究. 當代教育論壇(05),78-87.

的時間有了一定的保證。課外輔導的“用腳投票”中趨於內隱化，集中於工作日的分佈，為孩子週末娛樂活動提供了時間支配的可能性。對於家庭而言，”雙減”政策一定程度減輕了家長經濟負擔、課業輔導負擔，有更多時間關注孩子的身心健康發育。

“雙減”政策實施對教育幸福感的影響是多種因素交織彙集而成的，也是促成中國教育領域深化改革的一個重要政策工具。“雙減”政策實施中，教育幸福觀和教育幸福感的雙重推進邏輯也隨著政策實踐而演進，教育改革效能也將在未來實踐中不斷凸顯和落實。

V.教育幸福感研究的發展趨勢展望

縱觀近年來國內外有關教育幸福感研究的文獻，早期教育幸福感理論的探討主要涉及兩條主線：一是心理學視角下的教育幸福感理論;二是哲學視角下的教育幸福感理論。其間，不乏有學者從倫理學理論、經濟學理論、教育學理論視野下拓展教育幸福感的理論研究。但隨著不同學科的研究者的加入，教育幸福感話題已經突破了傳統的哲學和心理學學科領域，朝著多元學科交叉分析的方向發展。其研究呈現出四種話語體系：科學的、通俗的、批評的和環境的話語體系[84]。科學的話語體系強調教育主觀幸福感在發展中國家明顯下降，這與其經濟狀況的改善形成悖論。通俗的話語體系主要從心理學和哲學視角展開論述：心理學的研究表明教育主觀幸福感的喪失正成為公共意識並影響政治博弈和政策的制定;哲學家理解的教育幸福感不單純只是幸福的感受，它已經成為人類生活繁榮的一部分。批評的話語體系關於教育幸福感的探討存在爭議：一部分社會學者對作為具體文化概念的教育幸福感的產出是人類的福祉的命題表示質疑;而另一部社會學者則把教育幸福感視為潛在的分離結構，這種結構能夠維持社會的不平等。環境的話語體系則認為社會文化模式已經過度消費，在新自由經濟發展下的社會，生態即將威脅到個體、社會和全球的幸福。這四種教育幸福感研究的傾向貫穿於當前學者們的研究之中。不同的學者採用不同的話語體系對幸福感進行詮釋。當然，不管是何種話語體系下的教育幸福感研究，即使是對教育幸福感進行抽象的理論探討，學者們仍未剝離理論附著於現實社會這一場域，強調理論在不同實踐場域下的適應性發展。

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[84] Sandra Carlisle., & Phil Hanlon.(2007).Well-being and consumer culture: a different kind of public health problem? Health Promotion International, 22(3),261-268.

這種適應性發展表現出以下傾向：教育幸福感理論的完善與檢驗，測量中的科學化趨勢比較明顯;注重研究的應用性和合理性的目標較為突出;教育幸福感的抽象性與具體性的結合在研究中初現端倪;分析中注重模型的構建，探索多元因素之間的相互關係是學者們進行教育幸福感研究的重點選擇;教育幸福感影響因素的研究超出了關鍵要素如收入、教育幸福感內部結構要素的框架，開始朝著多個領域中的重要概念轉變。可見，教育幸福感已經成為一種時尚的話語體系，在未來的研究進程中，拓展和澄清教育幸福感研究的相關領域將會促進其深入發展。

第一，教育幸福感本身內涵的豐富及理論上的適應性探索。教育幸福感的內涵在不同學者的界定中有著不同的側面。有的學者在研究中使用的是狹義教育幸福感概念，把幸福感界定為主觀幸福感;有的學者使用的是中間層次的教育幸福感概念，認為教育幸福感包括主觀幸福感和心理幸福感;有的則從更廣義的視角界定教育幸福感的內涵，指稱教育幸福感包括主觀幸福、快樂幸福、心理幸福和實現幸福等，其界定實則是把心理學和哲學理論中關於教育幸福感的認識進行了綜合。關於教育幸福感內涵的爭鳴主要源於幸福本身涉及的層面比較廣泛，可以說只要是有人的感受和行為的地方都可以用幸福二字來進行評判。而人的感受和行為又會隨著個體需求的增加進行擴張，所以教育幸福感的內涵和外延也在不斷地擴大。

幸福感的跨文化研究是具有突破性的推進，但目前國內外學者們對教育幸福感進行的跨文化研究，主要是從實踐的層面具體地分析教育幸福感的各種影響因素，理論層面的支援略顯不足，使得研究的突破局域於簡單的經驗層次。如何隨著人的需求增加而與時俱進地澄清教育幸福感的內涵和外延，可能是之後學者們需要繼續深入的研究話題。當然，教育幸福感的理論和設想都有一定的適用場域，教育幸福感理論的適應性探討能夠促使其不斷地獲得生命力和動力。

第二，測量手段和方法的問題。目前，幸福感的測量工具可謂是五花八門。具有代表性的有坎貝爾(Campbell)編製的幸福感指數量表、法齊奧(Fazio)編製的總體幸福感量表、迪納(Diener,2000)發展的總體生活滿意度量表(Satisfaction WithLifeScale，SWLS)、埃迪利蒙德(Adelmand,1989)發展的感知生活滿意度量表(Perceived Life Satisfaction Scale,PLSS)、自我陳述報告(First-personreports)、赫特(Herth,1992)的希望量表、澤賓斯科(Czapiński,1994)的幸福和社會幸福測量工

具、坎特裡•萊德(Cantril Ladder,1965)的生活滿意度測量表、牛津幸福感問卷等等，有的學者還設定了一些非言語性評定量表，如坎特裡(Cantril,1976)的山高量表、安卓(Andrews,2008)的人面量表。這些量表在教育幸福感測量中的適用性和實用性條件有待於進一步的論證。測量教育幸福感中使用的工具，其本身的局限和可能帶來的非科學性問題更是學者們進行借用時需要評估的方面。

第三，教育幸福感在組織與公共管理決策中實現機制的問題。當教育幸福感的研究進入一定階段后，幸福已經成為昭示生活狀況的主導話語後，其在管理過程中如何實現被提上了議程。國內外學者雖然已經展開了一定數量的研究，但從研究的廣度和深度上來看，遠遠不能滿足管理的需求。無論是組織管理還是公共管理，在管理過程中增強人們的教育幸福感將會是管理活動要實現的一個重要目標。提升教師幸福感的途徑、保障學生幸福感的組織場域等方面有待於進行深入的探討。儘管教育幸福感長期被看作是個人的感受問題，但在諸多國家，尤其是當代中國，它正在變成社會的公共行動，國家政策的制定正在轉向為謀求使更多人提升教育幸福感制度環境的社會建設。在對社會建設狀況是否適宜的考察中，教師、家庭和學生的幸福感具有重要的評價作用。因此如何提升教育幸福感也是當前加強社會建設和公共管理的重要方面。

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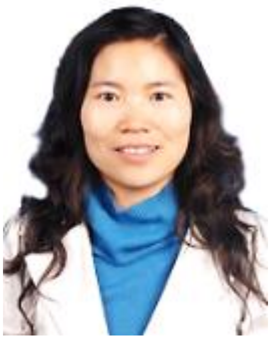

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On the Construction of Harmonious Labor Relations in Private Enterprises : Based on Confucius' View of Righteousness and Benefit
論民營企業和諧勞動關係的構建—基於孔子“義利觀”視角*

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Abstract: *In the period of socisl transformation, the construction of harmonious labor relations in private enterprises is faced with practice fields such as multiple interest propositions, diversified employment, and the game between employers and employers. Confucius' concept of "righteousness and benefit" provides an irrational social value evaluation standard for the construction of harmonious labor relations in private enterprises. Rational society is dominated by the value orientation of "efficiency first", forming an enterprise culture of "valuing profits over righteousness". The individual rationality of private enterprises cannot bring the collective rationality of the whole private enterprises.*

Keywords*: Harmonious, Labor Relations in private enterprises, Confucius' view of righteous ness and benefit*

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和諧勞動關係構建是中國建設和諧社會的重要基礎。勞動關係是否和諧，關涉員工和企業之切身利益乃至經濟與社會發展。因民營企業和國有企業之間存在實質差異，因而，民營企業勞動關係與國有企業勞動關係的管理也存在區別。本文借鑒張惠忠(2001)對“民營企業”這一概念的理解，除國有國營企業之外的所有企業都屬民營企業之列38。由於民營企業的勞動關係受到用工形式的多樣化、勞動者來源的複雜化、用工方式的靈活化及市場狀況的不確定性影響，因而，民營企業勞動關係具有錯綜複雜的特點。在全球經濟不景氣的大背景下，中國民營企業勞動關係狀況惡化的情況比國有企業更突出、更嚴重。主要表現為：沒有充分發揮工會的作用、勞動爭議多、比重明顯高於國有企業;勞動報酬過低，拖欠工資嚴重;勞動者契約化程度低，勞動者權益缺乏保障;勞動條件差，工作強度大;職業培訓少，缺乏員工職業生涯規劃，社會保障差

等。一些勞動糾紛的極端事件，如2007年張海超的開胸驗肺事件、2012年4月格力集團員工集體罷工事件、2010年到2014年期間富士康員工共發生16起跳樓事故等，這些事件已經嚴重影響到員工的生活品質、企業的績效和聲譽，最終影響到社會的和諧。構建民營企業和諧勞動關係，有利於調動和激發勞動者的生產積極性、主動性和創造性，增進企業經營管理者和勞動者之間的溝通和認同，緩和與化解勞資矛盾，提高企業績效，促進社會和諧。民營企業和諧勞動關係的構建不僅要立足於當下的社會現實，也需要反思傳統文化中那些對社會具有規範作用的積極要素以及傳統優秀文化對現代社會的思維塑造。縱觀中國傳統文化中精髓，“義利觀”對於當前和諧勞動關係建設具有重要指導意義。傳統“義利觀”指出了“義”和“利”之間的關係，也彰顯了道德與利益之間的張力。在理性主義盛行的民營企業管理實踐中，“利益高於一切”、“金錢萬能”的價值觀統攝著企業行為。如何增強民營企業的社會責任感？民營企業社會責任的文化淵源在哪？本文試圖立足於孔子的“義利觀”來分析以上問題。

Ⅰ.傳統文化視角下的勞動關係維度

目前，對企業和諧勞動關係研究的學者很多，論述的角度有所不同。從研究內容的焦點來看，主要集中于勞動者權益保障、勞動爭議、勞動關係衝突的調解、勞資雙贏、組織績效、勞動關係中的心理契約建設等方面。從研究內容來看，對於勞動關係的研究已經不再局限於法學和經濟學視角。管理學、社會學、心理學、政治學等學科視角紛紛引入到勞動關係的探討中，這些學科視角主要集中在試圖澄清和諧勞動關係的判定條件、和諧勞動關係建設的價值取向、勞動關係調節的體制機制等基本問題。從利益關係的角度探討勞動關係，說明利益的分配在勞動關係調整過程中的關鍵性。利益均衡、利益共享、利益表達這些勞動關係調整的價值取向，如果要在實踐場域確保其有效性則需要管理者觀念上的變革。從結構功能主義視角出發，管理者對勞動關係觀念的革新要認清不同時代下的結構性約束，如何突破結構性約束實現對組織邊界的認知，是勞動關係調整中的時代話題。利益分享型勞動關係需要在集體談判機制、工人工資定期增長機制、財政和產權參與型利益分享機制方面做出努力[85]。

文化視角下的和諧勞動關係建設是近年來該領域研究中的一個新興視角。文化在勞動關係的構建中處於基礎性地位，不同國家和地區的勞動關係，深受其區域文化的

[85]陳微波.(2012).構建利益分享型勞動關係的理論基礎、實踐模式與路徑選擇.現代經濟探討(05),9-13.

影響[86]。文化視角下的和諧勞動關係研究有兩種傾向：一是從當前時代背景下來探討社會主義文化對於和諧勞動關係構建的意義。不同的文化認同層面，勞動關係的行為準則是不一樣的。和諧勞動關係文化認同是由物質、制度和精神三個層面構成的結構體系[87]。勞動關係中三個層面上文化認同所依據的價值整合條件是存在差異的。物質層面上的勞動關係以利已和利他的平衡為文化認同的價值取向，制度層面的勞動關係以合理合法為價值取向，而精神層面的勞動關係則是以道德認同為價值考量。二是從傳統文化視角挖掘和諧勞動關係建設的文化根基及其“本土化”理論溯源。法家“法治”視角和儒家“仁治”視角代表了兩種勞動關係治理的路徑——剛性治理和軟性約束[88]。經濟倫理對勞動關係的建設有著重要的指導意義。以孔子為代表的儒家倡導之“義利之辯”、“重義輕利”德性經濟倫理，管子、墨子、司馬遷等為代表主張的“義利統一”、“富而義利附”的功利主義經濟倫理的思想都在一定程度上有助於和諧勞動關係的構建[89]。由此可見，雇主和勞動者在勞動關係互動過程中應遵循一定的倫理，或者要以某種倫理作為社會交往的價值媒介。從政府角度來規制民營企業行為的出發點，應考量其倫理道德，政府站在何種道德立場進行權利的主張，關係到雇主和勞動者之間誰是權利的受益者。對於民營企業來說，以什麼樣的經濟倫理作為行為標準制約著經濟行為的後果。

勞動關係作為一種生產關係，“人的本質不是單個人所固有的抽象物，在其現實性上，它是一切社會關係的總和。”[90]馬克思認為，人的本質不僅是客觀的、特定的，而且是歷史的，具體的，是變動的而不是凝固不變的。由於人的本質屬性是社會性，所以，光靠剛性的法律制度約束，並不能真正解決勞動關係中存在的問題與矛盾，還需要柔性的引導、溝通、內化，通過發揮倫理道德的自律作用，才能真正從根本上解決勞動關係的問題。勞動關係是指建立在雇傭關係之上的代表雇主利益的企業經營者及其組織與員工及其工會之間複雜的互動關係[91]。根據漢語詞典的解釋，“和諧”是指和好相處，和睦協調的意思。馮彥君(2013)從勞動法的視角提出，勞動法所追求的和諧應是一種“和而不同”的和諧、一種相對的和諧、一種矯正的和諧[92]。和諧勞動關係

[86]胡鋒.(2003).企業勞動關係之文化因素影響分析—兼論跨國公司的跨文化管理.蘭州學刊(01),39-42.
[87]呂景春.李永傑.(2008).論和諧勞動關係的文化機制與路徑選擇.經濟問題(04),8-13.
[88]鄭志強.劉善仕.(2017).法儒文化視角下中國勞動關係治理的演進.寧夏社會科學(03),98-101.
[89]譚泓.(2013).中國傳統經濟倫理思想與和諧勞動關係構建.理論學刊(07),76-80.
[90]中央編譯局編著.(1995).馬克思恩格斯選集，北京，人民出版社.
[91]趙曙明.(2013).構建和諧的勞動關係實現中國夢.工會博覽(08),37.
[92]馮彥君.(2013).中國特色社會主義社會法學理論研究.當代法學(03),14-24.

是一種在言行上正確處理好主體間相互關係的狀態，主體間相互關係的處理需要秉持一定的道德倫理準則。民營企業的行為大多是經濟性行為，這種行為需要面對倫理道德和物質利益之間的關係，也就是我們所說的“義利觀”。在勞動關係中，“義利觀”所牽涉的維度主要有以下幾個方面：一是“義”和“利”孰輕孰重；二是個人和社會孰先孰後；三是“欲”和“責”誰主誰次；四是“外在強制”與“內在慎獨”誰優誰劣。以下將從這四個方面闡述孔子的“義利觀”中所反映出來的勞動關係調節規範。

Ⅱ.孔子“義利觀”中的勞動關係準則

1.個體利益與集體利益的調節

個人利益與集體利益之間的矛盾和衝突是普遍存在的。在勞動關係管理過程中，政府主導的價值取向是個人利益服從於集體利益。孔子不太主張把利放到首位。“嗟乎，利誠亂之始也!夫子罕言利者，常防其原也。故曰‘放於利而行，多怨’，自天子至於庶人，好利之弊何以異哉!”[93]他認為，謀利會帶來禍亂，並倡議杜絕這種禍亂的根源。民營企業作為中國社會主義經濟發展的重要組成部分，民營企業的發展成敗關係到中國的經濟命脈，謀利是民營企業得以生存和發展的根本前提。對於民營企業來說，企業利益與整個社會利益發生衝突的事例經常發生。面對衝突，企業如果只是一味地追求企業自身利益，其行為就會打破倫理道德的界限，擾亂社會秩序，甚至會因其逐利行為產生不可逆的負外部性，而且這種外部性需要整個社會來買單。孔子的“罕言利”在當下社會中，不能簡單地理解為不言利。而應該把其解讀為不以利作為行為的唯一主導。個人之利，企業之利不一定能夠帶來整個社會之利。民營企業如果只從自身利益出發，必然會在勞動關係中損害勞動者之利益，乃至整個社會之利益。因此，在處理個體利益與集體利益關係的過程中，不只言利，即使言利也應有一定的“禮”的約束。

2.“義”和“利”的平衡

“義”和“利”的平衡是勞動關係管理中一大難題。重利輕義或是重義輕利體現了勞動關係管理實踐中兩種截然不同的價值觀。孔子說：“富與貴，是人之所欲也；不以其道得之，不處也；貧與賤，是人之所惡也；不以其道得之，不去也。”[94]孔子認

[93]鄭傑文.(2005).《史記・孟子荀卿列傳》載墨子傳記為殘篇說.中國文化研究(01),16-23.
[94]劉強編著.(2006).論語.北京，藍天出版社，2006：63.

為，富裕和顯貴的獲得應該通過合理合法的渠道，而貧窮和低賤的去除也應該使用合理的方法。無論是富裕和顯貴，還是貧窮和低賤，都有各自運行之“道”。這個“道”應該是為社會各界所認可或推崇的，也是能夠促進社會進步的。民營企業在逐利過程中，也應該堅守一定的“道”。當企業取得良好的業績時，應該想想要承擔的“義”。如果民營企業採取危害勞動者利益的方式甚至是損害社會利益的方式去追求企業利益，從而實現企業經營管理者富裕與顯貴的目標，雖然近期可能獲利使其欲望得到滿足，但是從長遠來看，它會失去社會的信任與認可，以致于無法立足於社會。這種企業經營理念是以破壞雇主與勞動者、組織與社會之間的心理契約為代價來獲取企業短期利益。利益和道義之間並不總是處於平衡狀態。當利益和道義之間發生衝突時該怎麼辦呢？“君子喻于義，小人喻於利。”[95]君子更看中義，知曉義和追逐義，小人則看中利，偏愛利和追逐利。企業和勞動者都是社會系統中的主體，企業過度逐利會影響勞動者的利，讓企業失去義；勞動者過度逐利會影響企業的利，讓勞動者失去義。因此，無論是企業還是勞動者，都不能只為了一己之私利而放棄義，放棄“道”。

用道作為標準來平衡企業和勞動者的利益。子曰：“君子義以為上。君子有勇而無義為亂，小人有勇而無義為盜。”[96]孔子主張在“道”的約束下取利。通過一系列的禮(道德規範)來促使社會主體產生道義情懷，形成道德的約束力，通過道德規範來建構企業和勞動者之間的結構關係。所有的利益獲取都能尋求社會遵從的“道”。因此在勞動關係的管理實踐中，企業和勞動者都應當扮演“君子”的角色，取之有道，義利平衡。

儒家文化中的“己所不欲勿施于人”、“君子和而不同”都在一定程度上表達了“和”的意義和價值。勞動關係中的“和”不僅表現在規章制度、勞動關係模式上的“和”，而且需要尊重不同勞動者需求的“同”。“君子喻于義，小人喻于利”、“君子周而不比，小人比而不周”，表明了在“義”和“利”的關係處理中的道德準則，這一準則不僅是人際關係準則，也是在二者發生衝突時對人的角色的一種期望。

3.物質追求和精神追求的辯證關係

子適衛，冉有僕。子曰：“庶矣哉！”冉有曰：“既庶矣，又何加焉？”曰：“富之。”曰：“既富矣，又何加焉？”曰：“教之。”《論語子路》。孔子到衛國，

[95]劉強編著.(2006).論語.北京，藍天出版社，2006：70.
[96]劉強編著.(2006).論語.北京，藍天出版社，2006：362.

冉有給他駕車。孔子說：“好多的人啊！”冉有問：“人多該怎麼辦呢？”孔子說：“讓他們富裕起來。”冉有又問：“富裕了又該怎麼辦呢？”孔子說：“教育他們。”在這裡，孔子提出，物質上的富有是社會和諧、人民幸福的基礎，只有當人們物質上富裕了，才能夠去追求精神上的滿足。在這裡，物質追求和精神追求兩者之間有邏輯上的先後關係和銜接關係，只有物質上有了一定的基礎之後，才有條件去追求精神上的需要和滿足。即所謂的“倉廩實而知禮節，衣食足而知榮辱。”儲存穀物的屋舍、糧倉殷實，人們就會懂得禮儀、禮貌；能吃飽飯，能有衣服穿，不愁饑餓寒冷，人們就有榮辱觀，知道榮譽和恥辱。人們的物質生活好了，才能提精神生活。物質需求是精神追求的前提和基礎，而精神追求是物質追求的必然趨勢和結果。

要想使社會達到安定和諧的狀態，必須要有相應的物質條件，豐富的物質條件，豐富多彩的社會生活，離不開人的自由，離不開人的民主，此外，社會政策的實施、執行和社會的物質發展水平、生產力水平是分不開的，同時也離不開人的道德素質的提高，庶、富、教三者之間是緊密聯繫的，相互影響、相互促進的。物質文明與精神文明、政治文明三者之間是相互影響、相互依存、相互統一的。對於企業而言，對員工進行物質激勵與企業文化建設，企業發展與職工個人發展、職業規劃的平衡是相互統一的，不能顧此失彼，只有平衡好社會、企業和員工的利益，才能實現企業的可持續發展，構建企業的和諧勞動關係。

4.“欲”與“責”之間的整合

首先，孔子的義利思想是否考慮到了個人的私利？孔子認為利既然是存在的，人們就有求利的可能性，就有求利的正當性。“飲食男女，人之大欲存焉，死亡貧苦,人之大惡存焉。”（《周禮儀禮花記》）、“子曰：“富與貴,是人之所欲也,不以其道得之,不處也；貧與賤,是人之所惡也,不以其道得之,不去也。君子去仁,惡乎成名?君子無終食之間違仁,造次必於是,顛沛必於是。”（《裡仁》）,孔子曰：“富而可求也，雖執鞭之士；吾亦為之。如不可求，從吾所好。”[97]孔子認為，物質財富和生理的需要是人的最基本的需要，只有滿足了基本的物質需要，才可能去追求道義。任何人都不會甘願過貧窮困頓、流離失所的生活,都希望得到富貴安逸。但這些需要必須通過正當的手段和途徑去獲取，否則寧守清貧而不去享受富貴。孔子在這裡闡述了追求榮華富貴與遵守社會倫理道德兩者之間的關係。孔子認為只要遵守社會的倫理道德，通過自己

[97]劉強編著.(2006).論語.北京，藍天出版社，2006：132.

正當的勞動，不違背社會規則和倫理，可以光明正大地追求個人仕途和財富。君子愛財，取之有道。作為社會的一名成員，提倡通過自己正當、合法的勞動創造財富，不能夠為了利益不擇手段。

然而，孔子主張獲得正當物質利益的同時，還要考慮他人和社會利益。子貢曰："如有博施於民而能濟眾，何如?可謂仁乎?"子曰："何事於仁?必也聖乎!堯舜其猶病諸。夫仁者，己欲立而立人，己欲達而達人。能近取譬，可謂仁之方也已。"[98]孔子認為自己想要有所發展，馬上就想到也要讓別人有所發展；自己想要實現理想和抱負，馬上就要想到幫助別人實現理想和抱負，能夠從身邊的小事做起，推己及人，這就是實踐仁義的方法。這句話詮釋了孔子關於仁的理解：一種利他主義的基本原則和價值觀。社會中的每一個人不能自私自利，而是需要學會關心和維護他人利益。無論是在封建社會，還是在社會主義社會，這個原則始終是建構社會道德的基石和人與人和諧相處的基本準則，具有極其重要的普世價值。

5.“守則”與“慎獨”的融合

有監督時才“守則”，沒有監督時“不守則”，這不是“慎獨”，是不能自律的表現。民營企業的勞資衝突有的是顯現的，有的是潛在的，只有堅持“守則”與“慎獨”的融合，才能構建起和諧的勞動關係。顏淵問仁。子曰：“克己復禮為仁。一日克己復禮，天下歸仁焉。為仁由己，而由人乎哉?”[99]孔子認為：即使在沒有監督的條件下也能自覺地約束自己，使自己的言行舉止符合禮的要求和規定，跟禮的要求相衝突和相違背的事情，一律不要去做，如果能夠真正做到這一點，就可以達到很高的精神境界。由此看來，“克己復禮”是達到仁的境界的方法。因而，光有守則是不能達到仁的境界，只有將守則和慎獨有機地結合起來，才能真正達到仁的境界，只有每個個體達到仁的境界，才能使社會達到和諧狀態。

Ⅲ. 孔子“義利觀”對構建民營企業和諧勞動關係的啟示

勞動關係在本質上是一種社會關係。中國正處於社會轉型時期，勞動關係中的主體及其利益相關者的利益訴求越來越具有多元化和多樣化特點。轉型期的民營企業勞動關係管理中經常會遇到社會失範的問題。新舊勞動關係的制度之間不能有效地銜接，

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[98]劉強編著.(2006).論語.北京，藍天出版社，2006：121.
[99]劉強編著.(2006).論語.北京，藍天出版社，2006：221.

制度效力就不能有效地發揮出來。當制度失效時，迫切需要道德規範能夠有效地調節勞動關係。因此，民營企業和諧勞動關係的構建需要依靠一種正確的“義利觀”，一種“義”和“利”、“欲”和“責”、“守則”與“慎獨”相平衡的企業價值觀來指導和調節勞動關係的管理活動。

1. 勞動關係中的道德問題

孔子的“義利觀”強調道德在社會關係調節中的重要意義。和諧勞動關係是多個行動主體之間的相互影響、互惠互利的社會關係，涉及民營企業、政府、雇主、工會、勞動者、及其他利益相關者等主體之間交互形成的關係網絡。各行動主體只有依靠道德約束自己的行為，才能實現和諧共贏。在勞動關係實踐中各主體在約束自身行為時會遇到一定的道德問題，它主要有兩種表現：一是道德約束問題；二是道德權利問題。無論是民營企業或是雇主，還是勞動者，和諧勞動關係的建設都離不開道德約束。雖然法理型權威在組織管理中的作用越來越突出，法理型權威作用的發揮則需要憑藉法律和權力兩種調節勞動關係的手段。而法律和權力的有效性又受到勞動者的權力距離現狀的影響。勞動者的權力距離就是勞動者對權力約束的感知和接納程度。當《勞動法》和《勞動合同法》等法律在實踐中的效力未能有效地發揮出來時，勞動者對法律和權力的距離感就會增強。實際上，民營企業中勞動者合法權益得不到法律保障的事例比比皆是，因此，在依託法律維護自身合法權益過程中，勞動者的挫敗感是比較明顯的。基於法律約束效力不高的場域下，道德約束的作用不容忽視。孔子“義利觀”在指導個人利益與社會責任、個體人際關係和諧方面有一定的可行性。“義”和“利”之間的平衡體現了道德約束不僅是人際道德約束，而且也是道德調節中的約束。

民營企業的雇主或是勞動者都有主張和實現自身道德權利的正當性。道德權利是一種與法律權利不同的權利，它是由道德體系所賦予並由相應義務所保障的主體應得的正當權利[100]。勞動關係主體的法律權利已有一系列的法律法規進行保障。特別是當雇主與勞動者在勞動關係產生和存續過程中發生社會交換行動時，雇主因其擁有信息主導權而享受到了優勢的法律權利。勞動者在與雇主進行社會互動過程中，其法律權利的主張機會和能力要弱勢得多。就道德權利而言，雖然從理論上雇主和勞動者都有獲得道德權利的自主權、知情權、評價權、收益權等。雇主和勞動者在勞動關係過程中，二者的道德權利的話語能力是有所差別的。孔子的“義利觀”假設互動雙方都是

[100]朱貽庭.(2002).倫理大學詞典.上海，上海辭書出版社,2002:130.

有道德修養的。而現實中，當勞動關係中的信息不對稱問題出現時，雇主在主張道德權利時就具備了優勢性和強勢性。勞動者的道德權利的主張還需要一系列的社會條件進行支持。

2. 勞動關係中的不確定性規避

隨著民營企業用工形式的多樣化和靈活化，勞動關係中的不確定性問題越來越突出。和諧勞動關係建設需要民營企業具備規避勞動關係管理中不確定性的能力。長期以來，以制度化、規範化為主的管理成為評價企業先進性的一個重要尺度。但是，制度化管理往往應對的是可測的、可預期的、標準的、可重複性、同質性的勞動關係風險。對於不確定風險，正式制度化的約束顯得力不從心。臨時性用工、人才流動、勞動力形式多樣化等因素造成了民營企業勞動關係的靈活性和不確定性特點。一定意義上來說，應對不確定性的能力決定了民營企業的經營能力。因此，不確定的風險規避需要一種軟性的心理契約，這種心理契約立足於勞動關係中各主體從道德出發的“慎獨”。一種“克己復禮”式的“守則”與“慎獨”的結合。在未知的或是不可控的風險來臨之際，民營企業中的各利益主體能夠先“義”後“利”，先“社會責任”後“個體利益”。因此，道德約束是一種規避不確定風險的有效形式。

3. 勞動關係中的制度化約束與非制度化約束

制度化的約束不能有效克服組織邊界模糊化帶來的勞動關係管理問題。制度化約束通過法律、法規、制度、規章等手段對勞動關係中的行為主體進行控制和約束。它是一種假定民營企業的組織邊界比較清晰和明確下的勞動關係管理。它認為民營企業是有邊界的，且管理者能夠確認組織成員的身份，以及測度雇主與勞動者之間的關係網絡。制度化約束設想能夠判斷雇主和勞動者的行為屬性，哪些是組織行為，哪些是個體行為，其界限是相對清晰的。事實上，在勞動關係的管理實踐中，雇主和勞動者之間的關係並不是十分清晰和明確。他們的行為屬性也很難判斷是組織行為，還是個人行為。因而，制度化約束在面對複雜的勞動關係時，會出現道德上的爭議與分歧。雇主的利益主張和勞動者的利益主張所依據的道德立場不同，各自會得出不同的道德評價。目前，中國眾多的勞動糾紛和爭議，在一定程度上是由勞動關係管理中的組織邊界模糊而引起的。

和諧勞動關係應是制度化約束與非制度化約束的有效統一。非制度化約束主要是

通過道德、習俗、禮儀、社會習慣等社會規範對人的行為進行約束。民營企業大量使用勞務派遣工已是當今勞動管理中一大特點。勞務派遣工在勞動過程中遭受了“權力喪失、規範喪失和社會隔絕”[101]的異化。一些民營企業運用不為社會接受的手段去實現其經濟目標，規範失去約束效力。民營企業青睞勞務派遣工不僅是基於短期用工的考慮，而且也是一種降低勞務用工風險的策略。隨著民營企業管理環境的變化，管理風險在增加。正式員工與企業之間形成的是一種穩定的有法律保障的勞動關係，這種組織身份迫使民營企業在應對風險中必須擔負其相關責任。而使用勞務派遣工，當風險來臨時可以隨時終止勞動關係，並因勞務派遣工的離職而使風險降低。勞務派遣工在用工單位和用人單位的博弈中，處於一種權力喪失和社會隔絕的狀態。道德在降低勞動異化中的作用是不容忽視的。雇主的道德觀念和道德水準影響到勞動者權利被剝奪的狀況。雇主在滿足自身的欲望同時，要履行其擔負的社會責任，除了依靠制度化的機制進行約束之外，還需要依靠非制度化的道德規範體系進行約束。

4. 勞動關係調節中的相互性

勞動關係管理中的利益糾結主要表現在：維護誰的利益？民營企業中的雇主或組織的利益和勞動者的利益往往不是“和”或“同”的關係。維護雇主或企業的利益可能會造成勞動者利益的損害，反之，維護勞動者的利益會對雇主或企業的利益帶來影響，這一問題具有相互性。勞動關係的調節與利益的分配是緊密相連的，如何平衡雇主或企業的“利”與勞動者的“利”是和諧勞動關係構建的關鍵問題。共享利益旨在調和勞動關係主體之間的利益分歧，實現勞動權益和資本權益的統一。而這種利益共享的實現，不僅需要資方擁有更加寬容，更加負責任的道德基礎，而且需要勞動者擁有一定的公民雅量，具有較強的溝通談判能力。當資方和勞方力量對比相對均衡時，勞動者在利益共享中的“討價還價”能力還能幫助其實現勞動權益。一旦這種平衡被打破，勞動者利益被損害就會成為常態。如何在勞動關係調節中使“互害”轉變為“共享”、“共贏”，則需要勞資雙方都能夠做到“擔責”和“慎獨”。

對於企業而言，如果只是一味地考慮企業自身近期利益，處處考慮為企業節約成本、爭取更多經濟利潤，而不能設身處地的為員工著想，不去考慮員工自身的精神需求，只是理所當然地認為給員工加工資，加點獎金，就已經萬事大吉了，這種想法是

[101] 美 瓦•理查•斯科特,傑拉爾德•F•大衛斯著：組織理論—理性、自然與開放系統的視角 M.北京:中國人民大學出版社,2011:197.

錯誤的，要真正尊重員工、多與員工溝通、交流，聽聽員工真實的想法，瞭解員工情況，為員工解決一些實際問題。要加強企業文化建設，為員工營造一種以人為本的氛圍，體現人文關懷，不僅僅把員工當成賺取利潤的工具和手段，而應該真正把員工當成是企業的最有價值的資本。要給員工以鍛煉、學習的機會，給員工做好人生職業規劃，鼓勵員工學習新技術、新技能。有些企業害怕員工學習了新技術後會跳槽，寧願不讓員工去學習，這種心理是錯誤的，如果員工不去學習，或者企業不鼓勵學習，員工缺乏技能、生產效率不高，將影響企業技術更新和創新，從而也會影響到企業的長遠發展。

Ⅳ. 結論

孔子的“義利觀”對於當今民營企業和諧勞動關係的建設有著重要的指導意義。勞資雙方只有具備正確的“義利觀”，才能實現資源共享、合作共贏。佔據優勢力量的資方更加“擔責”、“慎獨”，才能形成一種“義利”平衡的企業文化。民營企業只有正確處理好利益與道德之間的關係，才能有效規制企業行為的負外部性，在與勞動者互動過程中構建一種和諧的勞動關系結構。當然，孔子的“義利觀”是通過“君子”和“小人”的地位差異來說明道德水平的高低。在實際的勞動關係發生場域，資方和勞方的地位差異並不能簡單地用道德高低進行評判。雖然孔子那個時代的社會已然不再，而資方和勞方不論處在什麼樣的地位階梯，但雙方的修己和內在超越都在一定程度上規制著新型的勞動關係。

民營企業和諧勞動關係的構建也需要勞資雙方在互動過程中重塑勞動關係管理理念，批判地踐行孔子的“義利觀”，使其與社會主義核心價值體系相“和”相“同”。社會主義核心價值體系中的“自由”在一定意義上是道德權利的自由，不僅是企業，而且勞動者均有主張自身道德權利的自由。孔子“義利觀”也表明了道德主體擁有平等地主張權利的機會。勞動關係存續期間，企業或勞動者要獲利，必須符合一定的道德標準，做到公平、公正。要真正實現“義”和“利”的平衡，無論是民營企業還是勞動者，都必須能夠“愛國、敬業、誠信、友善”。只有具備基本的道德規範，才能在處理義利關係上堅守道德底線，建設和諧勞動關係，從而有利於構建社會主義和諧社會。

社會主義核心價值觀指導下的當代“義利觀”建設任重道遠。在建設社會主義核心價值觀的背景下，如何促進勞動者個人、企業和社會的價值整合是當下“義利觀”

建設的重要內容。孔子的“義利觀”反映的價值取向具有時代特徵，其所處時代的社會分工、社會分層均沒有當今時代複雜。同質性和階層同構是孔子時代的顯著特點，那時的“義利觀”的規範作用得到了眾多倫理規範的支持和影響。隨著社會變遷的速度越來越快，社會失範問題在當下比較突出，價值觀對社會主體的影響力也受到了更多因素的影響。社會分工越來越複雜，主體階層分化越來越多樣的情況下，孔子“義利觀”在當前社會體系中實踐的效力也會大打折扣。勞動者階層所表現出來的價值選擇千差萬別，民營企業因其行業特性和自身文化取向的差異性而出現了其價值取向的多樣化，這些異質性會影響勞動關係的狀態。因此，如何整合不同利益主體的價值取向，使其與中國社會主義的核心價值觀的價值取向相吻合，是當今時代下“義利觀”建設的主要內容。

如何對價值觀進行整合，需要通過對話、溝通、交流、互動來協調企業員工個體價值觀、企業核心價值觀和中國特色社會主義核心價值觀，不斷調適價值結構以順應社會價值規範的過程。首先，要提高文化軟實力，弘揚中華傳統美德，培育和踐行社會主義核心價值觀，讓社會主義核心價值觀的理念深入人心，用核心價值觀凝聚人心，為企業核心價值觀與員工個體價值觀樹立價值取向標杆。其次，企業的發展不僅要考慮企業目標和願景，而且要考慮社會對企業的角色期望，企業必須承擔相應的社會責任，只有承擔起相應的責任，才能享有相應的權利。企業應當以社會主義核心價值觀作為作為企業的標準，規範企業行為，當企業核心價值觀與社會核心價值觀存在分歧時，要主動調適企業核心價值觀，契合社會主義核心價值觀。將企業核心價值觀融入制度建設當中，在員工招聘、績效考核、薪酬管理等環節當中增加價值觀的考察環節。最後，企業員工要認真學習和踐行社會主義核心價值觀和企業核心價值觀，在日常工作和生活中，將其作為標準來規範自己的活動，並使之內化為自己自覺行為的價值取向。

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Analysis of Korean Cosmetics Market in China under China's National Trend Economy
中國國潮經濟下的韓國化妝品中國市場淺析

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***Abstract**: This paper investigated and analyzed the overseas cosmetics market in the Chinese market and examined the sales of Korean cosmetics. Through investigation, this study found that due to the influence of various factors, especially in the Chinese market where young people have gradually become the main consumer, the "national tide" economy has begun to become the main force.The impact of this change on Korean cosmetics is gradually being reflected. In response to this phenomenon, this study believes that producers should adhere to the policy of exporting mid-to-high-end cosmetics, optimize products according to sales groups, and actively follow the changes in the Chinese market to adopt emerging sales methods and other strategies. thereby enhancing the competitiveness of Korean cosmetic products.*

***Keywords**: cosmetics market,China's national trend economy, Korean cosmetics*

Ⅰ. 當下中國市場中的海外化妝品市場走向

近年來，隨著人們對外表的重視程度和追求美好形象的需求增加，對化妝品的認識逐漸提升，化妝品消費需求持續高速增長(이옥철 etal，2016)。特別是近幾年來，伴隨中國年輕消費群體對高品質化妝品的需求增大，越來越多的國際化妝品牌進入並佔據中國市場。根據《2020 年 11-12 月中國化妝品行業月度運行及年終盤點數據監測報告》調查顯示，2014 年-2018 年，中國進口化妝品備案數量持續增長，並在 2018 年達到峰值后，受中美貿易戰以及國內外風險挑戰明顯上升的大環境影響，自 2018 年起進口備案數量開始有所回落(iiMediaResearch，2021)。此期間根據中國海關相關數據顯示，韓國化妝品近 10 年一直保持穩定增長，2017 年反超穩坐中國化妝品第一進口國------法國，佔據中國化妝品第一進口國的地位。

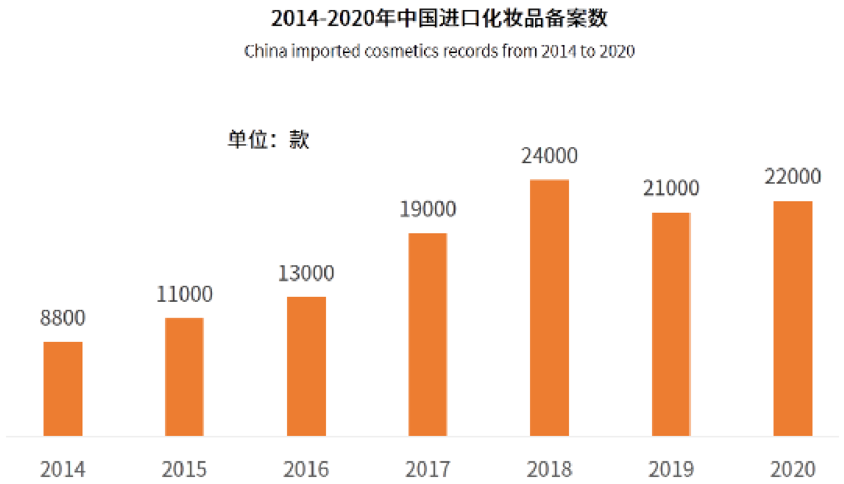

圖 1　　　　數據來源：data.immedia.cn

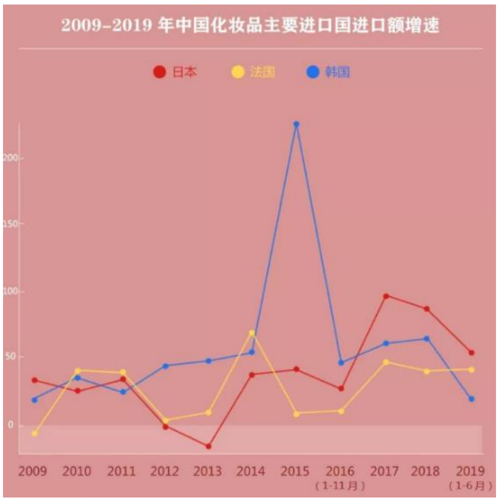

圖 2　　　　　　數據來源：中國海關

然而，自 2016 年韓國執行部署”薩德”以來，中韓關係交惡對韓國經濟也帶來了很大的影響。剛剛佔據中國進口化妝品市場的韓國化妝品出口同比下滑嚴重。據韓國產業通商資源部公佈的《2018 年 2 月進出口動向》調查顯示，韓國化妝品 2 月對中國內地出口額為 7300 萬美元，同比分別減少 34.2%。面對國內外風險挑戰明顯上升以及中美貿易戰等因素的影響，加之新冠疫情來襲，一直漲勢看好的國際化妝品自 2020 年起全球業務版塊持續下滑，與此同時中國市場的業務卻實現逆勢上揚。據艾媒相關數據顯示，2021 年 1-10 月，中國化妝品及洗護用品進口金額為 1139.5 億元，同比雖有 16.8%的增長，但進口金額同比增幅減緩，與同期中國化妝品類社會消費零售額同比增幅相近。中國化妝品及洗護用品進口金額增幅與化妝品類社會消費零售額增幅呈現放

緩趨勢，這意味著隨著國潮化妝品品牌的崛起，消費者對國產化妝品需求逐步提升(iiMediaResearch，2021)。

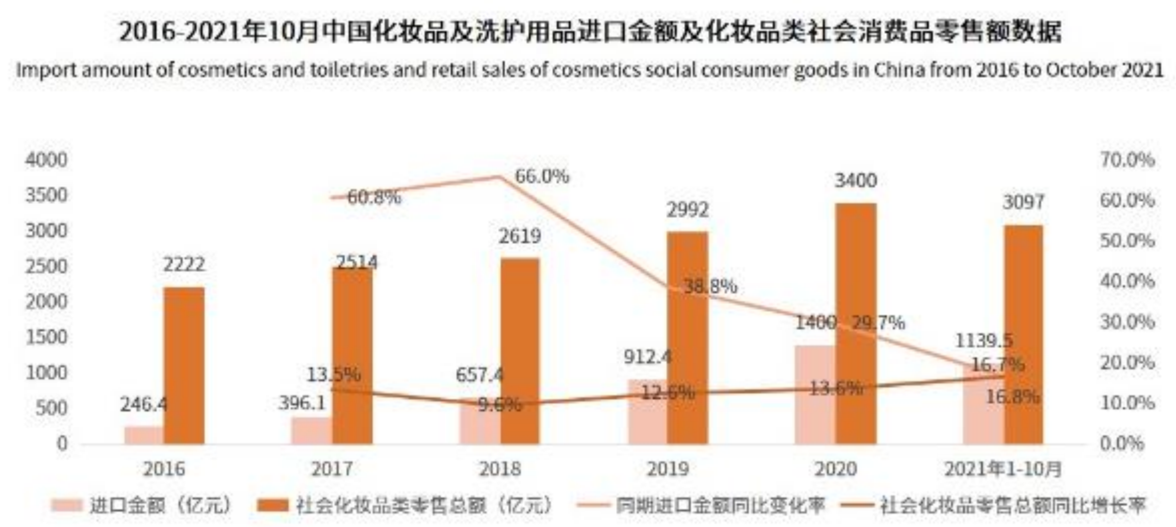

圖 3　　　　　數據來源：data.immedia.cn

Ⅱ.韓國化妝品在中國市場的沉浮

在這樣的社會背景之下，韓國化妝品將何去何從，面對嚴峻的市場挑戰，如何應對是擺在韓國化妝品出口公司面前的一個亟需解決的課題。韓國化妝品跌宕起伏的中國市場走向大致可歸結如下：

首先，乘“韓流”之風迅速佔據中國市場。中韓兩國擁有地理相鄰的優勢和文化認同感，自 1992 年建交以來，兩國間多方面的交流不斷加強，隨著韓國電視劇、電影、音樂等文化內容的積極對外輸出，韓國文化風潮席捲了中國絕大部分的都市時尚人群，“韓流”一詞應運而生，並在電視、報紙、雜誌、網路等傳播媒體中頻頻出現。韓流不單單是一種文化現象，作為文化產業而言，更是給韓國創造了大量的經濟價值，其中韓國的品牌服飾和化妝品是其典型代表。韓國漢陽大學李英宰教授進行的相關小組調查結果顯示，68.3%的受訪者表示因韓劇或 K-POP 而開始關心韓流明星代言的化妝品，其中 62%的受訪者表示對韓妝使用後“滿意”(搜狐新聞，2015)。2015 年,中國自韓國進口化妝品額實現了 223%的增長。加之，與歐美化妝品相比，除雪花秀、後等高端系列外，中低端韓妝品目繁多，相對低廉的價格也是促進韓國化妝品迅速佔據中國市場的主要原因之一(정도숙，김성진，2017)。據相關統計，2009-

2018 年間中國自韓國進口的化妝品以 6233%的增幅翻了 60 多倍，遠高於中國化妝品進口總額的增速，韓國化妝品在中國市場一片大好。

其次，韓國部署薩德系統的政治性決策招致中國全面開展“限韓令”，殃及韓妝。前面提到，韓國化妝品受韓流的積極影響，佔據了中國化妝品市場的重要份額。但是，韓國不顧中方堅決反對美國在韓國部署”薩德反導彈系統”的立場，自 2016 年韓美決定在韓部署薩德系統決定一出中韓關係急劇惡化，中國政府頒布“限韓令”。禁令包含：禁止韓星在中國演出;停止新的韓國文化產業公司投資;停止韓國偶像團體面向 1 萬名以上觀眾演出;禁止新簽韓國電視劇、綜藝節目合作項目;禁止韓國演員出演的電視劇在電視台播放等，相關多項規定和措施即刻傳達到各電視台，並要求在 2016 年 9 月 1 日起開始實施，至此，限制韓國藝人和節目的措施在中國國內全方位開啟。依託韓流輸出而在中國市場崛起的韓妝同樣受到影響，甚至有部分中國消費者自發抵制包括韓國化妝品在內的韓貨。據介面新聞進行的“限韓令”公眾態度研究顯示，93.5%的人群認為“國家面前無偶像”，支援限制韓國化妝品。其中，在支援者群體中，60.9%認為韓國化妝品的品質和使用感受本來就不好，40.2%呼籲支援國貨，13.2%表示本來就對韓國化妝品無愛，將繼續使用日本及歐美的品牌，1.6%的受訪者表示反對限韓令，化妝品與歐巴是無辜的，並表示還會繼續使用。由此可見，韓國進口化妝品受中韓兩國政治局勢的牽連是必然之勢，此時，韓國化妝品的中國市場前景黯淡。

最後，新冠疫情+“國潮熱”夾縫中生存的韓國化妝品中國市場一片慘澹。據艾媒諮詢相關報導顯示，在 2020 年全球經濟受疫情影響嚴重的社會背景下，中國成為經濟復甦最早的國家，2020 年前 11 個月，社會消費品零售保持近年持續增長的良好勢頭，消費品總額達 35.1 萬億元。同時，國潮經濟發展勢頭良好，而海外品牌商家發展受阻(iiMediaResearch，2021)。據華商韜略相關報導顯示，2020 年受疫情影響，中國國內的韓妝線下店面紛紛閉店，悅詩風吟僅 2020 年上半年就關閉了 90 餘家店面;與此同時，赴韓國的中國遊客驟減 85%，曾經人聲鼎沸的韓國免稅店也一個個倒閉，市場一片慘澹。

III. 中國國潮經濟的崛起

國潮品牌藉此機遇，一改原來國貨化妝質量差、包裝老土、缺乏原創性的弊端，積極研發性價比高、包裝時尚、富有中國元素，且擁有原創技術的國潮化妝品，深受 Z 世代年輕消費群體的喜愛，未來市場看好。國潮經濟將中國傳統文化和潮流元素相結合實現市場推廣，並且

積極藉助電商平臺開展電商直播等新興市場行銷策略，順勢迎合年輕消費群體的電商消費喜好及其強烈的民族認同感，迅速佔領中國年輕市場。國潮經濟發展迅速的背景因素可從概括為以下幾個方面：

1. 自 2020 年起，全球受新冠疫情影響，國際貨源生產不利，海外工廠被迫停工，供應源緊缺，跨境電商管道和貨運速度也受其影響。在此社會背景下，國民的需求向內轉移。同時，中國政府為了活用中國國內市場，充分擴大內需，提出了”雙循環經濟”理念，為國潮經濟與海外品牌競爭提供了機遇。

2. 近些年，隨著中國經濟的迅速崛起，中國民眾的民族自豪感上升，愛國意識空前高漲，民眾對國家和民族的認同感日益上升，提升了其對國貨品牌和商品的支援度，為國潮經濟的發展提供了良好的社會環境。

3. 約 2 億 8000 萬名 90 後、00 後新生代消費主力的登場也進一步為國潮經濟的發展奠定了穩健的民眾基礎。我們將這些新生代稱為 Z 世代，他們對新事物具有更強的接受能力和意願;同時表達自我的訴求強烈，更具有文化理性，熱衷創意且追求品質。這些消費特點恰逢吻合國潮經濟的特點，為國潮經濟的發展奠定了堅實的消費受眾群體。

4. 信息時代下的電商行銷助力國潮經濟的發展

隨著資訊技術的不斷進步，以直播電商為代表的電商行銷在迎合 Z 世代消費群體對資訊的精準性及多樣化要求的同時(진청운，조혁수，2020)，為新興的國潮品牌穩健根基提供了有利條件。以直播、短視頻為主的國潮品牌多都自帶話題性，有利於提升用戶轉化率。

近兩年，以 HFP、完美日記等為代表的新銳國貨化妝品層出不跌，在僅短短的三五年時間內就實現了過去傳統品牌十年才能達到的規模。其中，花西子是國貨美妝的佼佼者之一，憑藉獨樹一幟的品牌定位以及深度綁定直播帶貨的行銷打法，花西子在短短幾年內快速崛起，據艾媒諮詢相關數據調查顯示，2021 年 8 月，阿裡平臺彩妝類 GMV 排行中，花西子超越阿瑪尼，緊追聖羅蘭，位居第二(iiMediaResearch，2021)，並且入駐海外電商的花西子，憑藉其獨特的國風設計和優良的品質，也獲得了海外用戶的強烈“種草”。

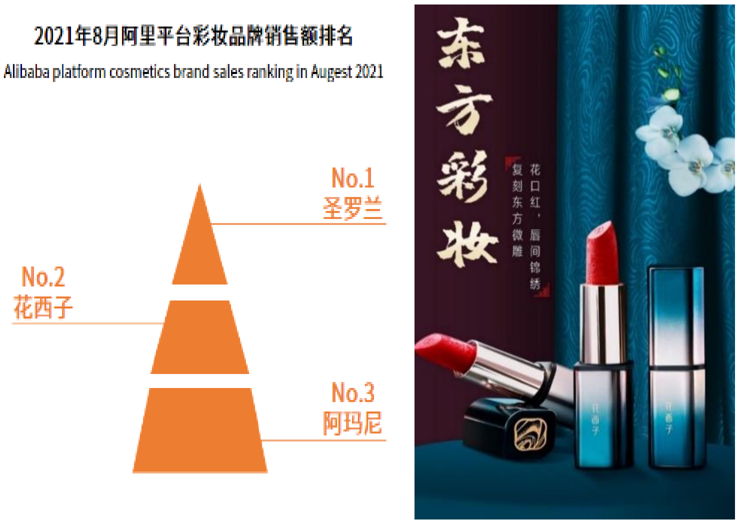

圖 4　　　　　數據來源：data.immedia.cn

Ⅳ. 結語

中國國潮熱盛行的時代，加之正值韓國新一屆政府的更替之時，韓國化妝品想要擺脫當下的尷尬境地，再現輝煌，需要從以下以下幾個方面著手：

首先，與中國國潮品牌打性價差別戰，堅持走中高端化妝品輸出路線。當前，中國國潮經濟背景下迅速崛起的中國化妝品牌主要以中低端價位、平民產品為主，韓國對中國化妝品出口總量雖較往年有所減少，但據產業資訊網報導，以雪花秀、后等為代表的中高端化妝品在中國市場依舊佔據一定的比重。因此，如何繼續保持既有用戶群體、堅守住當前中國市場是首先需要解決的問題之一。

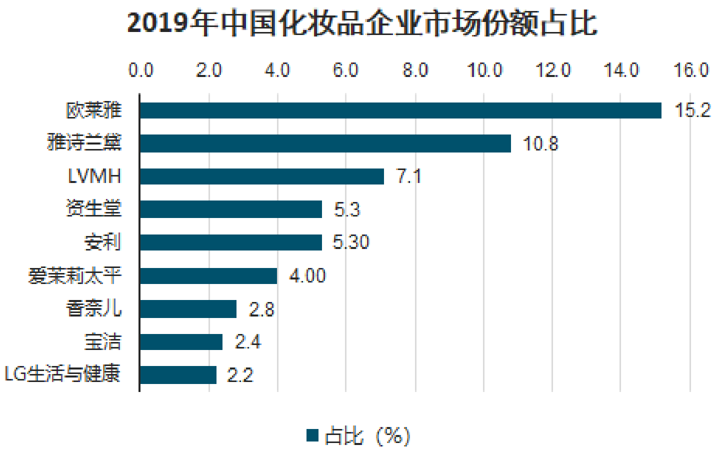

圖 5　　　　　數據來源：產業資訊網

其次，確定目標銷售群體，並根據其年齡喜好特點進行產品設計和優化。有一定消費能力的中青年層是當下進口韓國化妝品的主要消費人群，在保證現行熱銷品目的同時積極研髮適合這些消費群體的美妝產品將會是韓國化妝品保證中國市場份額的重要途徑。

再次，積極跟隨中國市場變化，探尋多樣化的行銷流通策略。近幾年中國電商銷售盛行，特別是以各大直播平台為主的直播電商行銷盛行，韓國化妝品應積極開拓線上直播行銷途徑，並藉此促進韓妝在直播電商熱衷者--Z 世代的宣傳和影響力。

最後，新一屆尹錫悅韓國政府執政後將採取什麼樣的對外政策，如何處理中韓兩國關係，也將是影響韓國化妝品出口中國的一個重要的因素。

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The Domestic Cosmetics Brand Strategies under the Live Commerce : Take Florasis as an Example
直播電商熱潮下的國貨彩妝品牌策略-以花西子為例

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Abstract: The development of network technology, brought more changes to people's consumption concepts and consumption methods. More and more brands have begun to use new media platforms to carry out marketing activities. In particular, the domestic cosmetics industry has developed rapidly with the power of live commerce, and Florasis is one of the typical representatives. Through literature research and case analysis, this paper takes Florasis as the research object to explore its main marketing strategies in the fiercely competitive market environment.

***Keywords**: live commerce; domestic cosmetics brand; Florasis; marketing strategies*

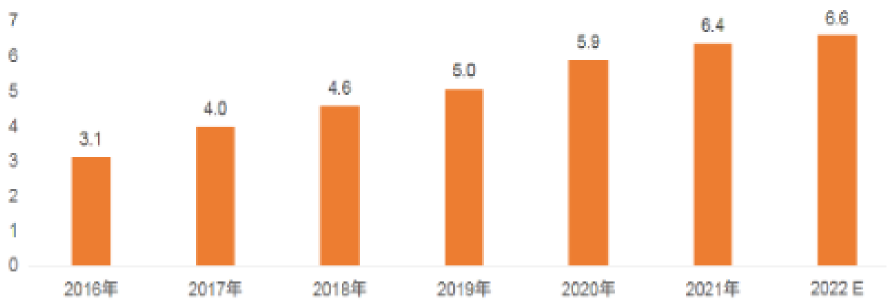
Ⅰ. 直播電商發展及國貨彩妝行業現狀

隨著數字化時代的到來和信息技術的迅猛發展，傳統線上銷售+網絡直播的新型直播電商帶貨模式應運而生，迎合了 MZ 新生代消費主力的線上消費習慣。同時抖音、快手、京東、淘寶、天貓等直播電商平台也吸引了大量的資本流入，迎來了直播電商的春天。中國直播電商自 2016 年出現起已歷經了 6 個年頭，2017 年至 2019 年李佳琦、薇婭等知名網紅的崛起加速了直播電商的發展。尤其自 2020 年起全球受新型冠狀病毒肺炎疫情影響以來，居家隔離、線上辦公等防疫政策的出台給直播電商的發展營造了大的社會環境，自此直播電商進入了迅猛發展的黃金期。據 iiMedia Research 相關統計數據顯示，2021 年僅上半年新註冊的直播電商企業就達 3.4 萬餘家，赶超了 2020 年全年 2.2 萬家的記錄；線上購買用戶的 96%表示更喜歡直播電商購物模式；並預計 2023 年直播電商規模可達 16,594 億元。

2020年中國淘寶，抖音，快手平台商品銷售額(億元)

數據來源： data.immedia.cn

2016-2022年中國在線直播用戶規模及預測



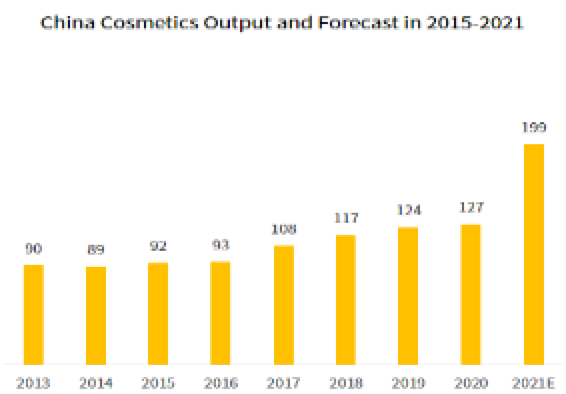
用戶規模(億人)　　　　數據來源:data.immedia.cn

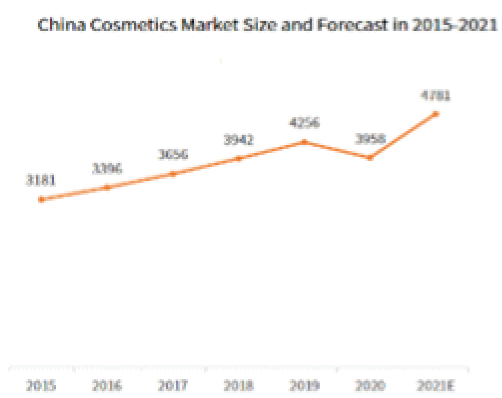
2017-2021年中國直播電商市場規模

數據來源： data.immedia.cn

近十年來，中國經濟發展迅猛，年輕一代消費群體的消費結構和消費觀念發生巨大變化的同時，中國化妝品消費市場迅速成長。據搜狐相關報導，中國自 2013 年已超越日本，躍居世界化妝品消費國排行第二。在此市場背景下，中國本土彩妝品牌飛速

成長，尤其在藉直播電商之力後，彩妝市場從 2015 年的 100 億元，已突破 500 億元(iiMedia Research, 2020)。中國近 6 年來的國產化妝品生產量呈現持續增長態勢，2021 年生產量將突破 199 萬噸。 2020 年受疫情影響，口罩成為出行必需品，帶妝時間相對縮短，化妝品需求略減，因此 2020 年化妝品市場以 3958 億元的份額較 2019 年減少了 7%；但根據 iiMedia Research(2020)相關數據顯示 2021 年中國化妝品市場規模激增 20.79%，市場份額將達 4781 億元，中國化妝品生產力和市場前景一片大好。





在這種社會背景下，中國新興國產化妝品牌突破舊式化妝品運營模式，瞄準年輕市場，打造“直播品牌”，快速成長。蘇寧易購發布的《2020 年國貨消費趨勢報告》中顯示，國貨迎來新場景，直播帶貨、社交導購等成為國貨消費新方式。艾媒諮詢相關調查顯示，電商平台特別是直播電商利用其流量優勢和交易屬性能更好幫助國貨商家擴大消費群體市場，受訪網民中表示偏好從線上官網和電商平台選購國貨產品的人數分別達 55.2%和 62.0%，直播電商平台已成為國貨商家重要服務平台。在國貨消費大數據整體提升的情況下，90 後 00 後成為消費主體，國貨彩妝品牌在各品類中增幅較大，這表明年輕消費群體對國貨的狂熱和忠誠已經超過了國外品牌。成立於 2017 年的花西子可謂其中的典型代表，據阿里巴巴相關統計數據顯示，2021 年 4 月中國線上國產彩妝銷售額首次赶超國際化妝品牌，花西子、完美日記、珀萊雅躋身前三，雅詩蘭黛、歐萊雅、資生堂位列其後；2021 年 8 月阿里巴巴銷售排名中花西子超過阿瑪尼，排名 YSL 之後，位列第二(iiMedia Research, 2021)。

Ⅱ.花西子主要營銷策略

互聯網的發展加速了品牌的成長和更迭，如何在激烈的市場競爭中保持持久增長力和品牌新鮮度，並建立獨特的競爭壁壘是每個品牌都需要直面的問題。花西子作為一個年輕品牌，憑藉一支精緻的國風雕花口紅迅速進入大眾視野，並在短短幾年時間內就快速佔領了國產彩妝領域的前列(秦先普,張天逸，2021)，其成功的背後是多重因素的綜合結果，本文中著重就以下幾點進行分析。

1.明確品牌定位，突出品牌個性

美國市場營銷協會(Amwrican Marketing Association)曾將區別於其他競爭企業的產品或服務的品名、用語、記號、設計等的結合體定義為品牌。品牌所包含的產品或服務的名稱、設計等綜合要素作為與競爭公司相區分的品牌要素，具有其自身特有的價值和品牌效應(Keller，1993)。花西子(Florasis)成立於 2017 年 3 月，旨在打造“以花養妝”，生產安全、天然、健康、妝養合一的東方專屬彩妝品牌。品牌名稱以“花”為主調，以古代詩經中被譽為“西子”而稱頌的西湖為意境依托，此外“西子”也是中國古代四大美女之一西施的尊稱,“欲把西湖比西子，淡妝濃抹總相宜”，故而又蘊含了另一層美麗的含義。除此之外，產品的包裝設計、產品工藝等處處可尋覓到中國文化的痕跡，譬如將江南園林門窗元素融入品牌 LOGO，寓意透過於此，東方古典而緊湊之美與世界融為一體;品牌主色則源自“略施粉黛”和“粉牆瓦黛”。花西子自成立之初便立足於建立“東方彩妝”體系，植根於中國數千年傳統文化，秉持中國傳統美學並將其時尚化，打造國風優品，固化品牌內涵。

2.植根傳統文化，打造國貨優品

產品屬性能夠引發消費者積極或消極的情感，對消費者的購買行為產生影響，同時消費者的情感融入對品牌態度影響顯著(Ahn et.al,2014)。 2021 年花西子銷售額超過 40 億，從品牌誕生至今其擴張速度驚人。在國潮復興的背景下，花西子利用國家軟實力和本土文化進行品牌營銷，與消費者之間建立了一種內在的情感聯繫，加深了消費者對品牌的認可，引起消費者的情感共鳴，對消費者的態度產生積極的影響。一方面，花西子從品牌研發到產品包裝流通，其獨特的“國風”定位與當代彩妝消費主力軍 MZ 消費群體的民族文化認同相契合，滿足了主流消費群體的文化認同和歸屬需

求。 《新國貨彩妝洞察白皮書》顯示，新銳國貨美妝背後的助力是 80 後、90 後甚至 00 後為代表的“國貨擁護者”們，在關於消費者的一系列調查中，年輕一代較 70 後、60 後的消費觀念有了一定程度的變化，這些年輕人更強調個性和性價比，而不是洋牌、大牌，這也是近兩年來國貨化妝品遵循的主要邏輯(CBNData,2021)。隨著中國經濟的強勢崛起，國人的審美和文化自信也在快速提升，花西子作為新銳美妝品牌，在國風新塑造、東方美學復興、傳統文化傳承的大社會環境下，努力探索一條將民族文化和產品文化相融合，賦傳統以時尚之路。

3.把握市場動向，增強品牌聲量

網絡直播是近幾年來企業的一種重要的營銷方式， 通過主播與粉絲間的互動可以有效地輸出商品和品牌信息，降低消費的不確定性，提高產品可信度。花西子之所以能在短短五年時間裡取得如此大的成就，另一個主要原因是順應了直播電商時代的發展趨勢，在堅持國風優品的同時兼顧宣傳流通的時效性，致力於品牌傳播的與時俱進，及時把握住了直播電商趨勢。很多人對花西子品牌的認識和了解都與近幾年來大熱的直播帶貨有關，作為直播電商主力消費群體的 MZ 消費群不僅是彩妝產品的目標銷售對象，更是直播電商的主要使用群體。花西子正是瞄準了這一點，加強直播電商宣傳和營銷策略，2019 年，花西子官宣聘用擁有多年選品帶貨實踐經驗的李佳琦擔任品牌首席推薦官，花西子產品在李佳琦的直播間裡頻頻亮相，李佳琦作為資深直播帶貨主播，了解最前沿的市場需求和用戶需求，可以為花西子的產品研發和找賣點提供更多實質性建議(張欣茹，2021)。同時，在直播間內，李佳琦也能結合自己對品牌文化的感悟，向更多人傳播花西子背後的品牌故事及品牌理念，促進了品牌知名度和銷量提升。

花西子的成功絕不是流量的偶然產物，其出現的必然性大致可概括如下：首先，直播電商促進了消費者互動，增強其共同參與性(Cai et al., 2018)。通常意義上，消費者互動可分為消費者與消費者間的互動以及消費者與企業或銷售者，此處即與主播之間的互動。直播電商中，消費者之間可以通過實時彈幕分享購物經驗和產品體驗，同時對相應產品起到積極或消極的口碑效應(魏夢琴，2020)；而消費者與主播間的實時溝通，不僅可以通過實時觀看產品講解說明對產品進行了解，而且可以就相關內容向主播進行即時諮詢，強化了直播觀看體驗感，對消費者決定購買相關產品起到積極地促進作用(Lu et al., 2018)。此外，網紅主播效應可以強化消費者對相關產品的信任度和購買意圖，即消費者會因對帶貨主播的喜愛和信任間接對其直播的相關產品購買起到積極的影響(Hajli, 2015)。

Ⅲ. 結語

隨著數字化時代的到來，以直播電商為代表的新型社會化媒體平台毫無疑問成為當今品牌營銷的主戰場。與之相應的消費結構也發生了很大的變化，消費者不再被動地接受灌輸式的廣告營銷，而是充分發揮自己的主動選擇權，只關注自己感興趣的內容，只購買符合自己身份或有新意的產品(那馨月，2019)。在消費群體更迭、信息爆發的時期，中國消費市場呈現多元化趨勢，作為受教育程度和消費水平相對更高的新一代消費群體，他們年輕自信、勇於嘗試新鮮事物，同時對中國文化更加自信、更有文化認同感。此時，“國潮”作為一種新興文化和消費符號，讓越來越多的中國本土

品牌走出國門，走向國際舞台。花西子正是捕捉到了這一市場變化，以融文化於彩妝的核心理念為指導，堅持產品本位，不斷打造優質國風精品；活用電商時代紅利期，做好創新設計的同時對於營銷渠道的敏銳性也讓花西子在短時間內成為“流量收割機”。

互聯網時代，企業應當培養自身的時代敏銳性，充分應用網絡直播等新型營銷方式傳播自己的品牌文化信息，與消費者進行積極互動，了解新一代消費群體的需求，提升消費者的忠誠度，促進企業發展。具體可歸結為以下幾點：首先，就產品而言，要在鞏固自身文化涵養的同時個性定位、挖掘品牌的獨特性；其次，在內容方面，內容傳播要貫穿於產品的設計、營銷等方方面面，將國貨精髓與價值傳承等企業文化和品牌創新相結合，在傳播東方文化的同時承托和宣揚企業文化；最後，平台引流方面，要時刻保持市場反應靈敏性，以消費者需求為導向，不斷打造消費熱點。

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Market Hypothetical Strategies of Korean Men's Skin Care Cosmetics under the Background of "He Economy" in China
中國“他經濟”背景下的韓國男性護膚化妝品市場假想策略

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Abstract: *This paper analyzed the Chinese cosmetics market and concluded that the male skin care products in the Chinese cosmetics market are gradually increasing. The Korean cosmetic brands should grasp this market change to do a good job in brand positioning. This paper proposes to optimize the products suitable for Chinese men's skin characteristics and consumption tendency; increase product promotion; promote the research and development of new products and promote product diversification; develop new popular sales models such as live broadcast e-commerce sales to help product sales; develop offline entities: The vertical sales model of the company; the preparation of "Vbotanique" in advance and other aspects to solve the problem.*

Keywords: *"He Economy", China's domestic market, Men's skin care cosmetic, Market hypothetical strategies*

Ⅰ. 引言

近幾十年來，中國經濟發展迅速，人們對外表的重視度也不斷提高。中國國內護膚化妝品行業近年來保持穩定增長。隨著龐大的群體擴張，男士護膚化妝品已成為行業持續增長的新動力。同時，隨著進口化妝品品牌的多元化和國內產品在中國的普及，韓國女性化妝品的受歡迎程度略有下降是不爭的事實。而且，受中國”零新冠”政策影響，韓國化妝品在中國市場的普及程度已不如以前那麼受歡迎。在這樣的社會背景下，許多韓國化妝品品牌要把握中國市場變化，抓住機遇，在男士護膚化妝品領域佔據一席之地，是一個重要課題。

Ⅱ. 中國護膚化妝品市場概述

近數十年來，中國經濟飛速發展，已一躍成為僅次於美國的經濟大國，國民生活水準由原來的嚮往溫飽自足提升至追求高品質生活的階段，人們對外貌的重視程度也

隨之不斷增強。特別是在微信朋友圈、微博等社交軟體的高頻率使用趨勢下，更多的人開始將其視為自我管理的一部分，更加關注“美”。不少男性也開始關注自身儀容，並將外貌和容貌視為個人競爭力，不斷投資強化，進而推動了美容市場的進一步成長。在居民可支配收入不斷增加、人們對外在形象要求與認知的提高以及核心消費人群結構變化等一系列因素驅動下，中國國內化妝品行業近幾年來一直保持著穩健的增長，尤其是近兩年以來，國內護膚品市場需求增長迅速，行業市場規模增速不斷提升。中國國家統計局數據顯示，2021 年中國限額以上單位化妝品類商品零售額達 4026 億元，同比增長 18.4%，隨著消費結構的升級，化妝品市場進一步擴容。根據艾媒諮詢數據顯示，2021 年中國化妝品市場規模將達到 4781 億元，同比大增 20.79%(iiMediaResearch,2020a)。在國民可支配收入不斷提升以及審美意識增強、關注高顏值等因素驅動下，國內化妝品消費將繼續攀升，2023 年市場規模預計將增至 5125 億元(艾媒數據中心，2021)。

圖 1：2012-2023 年中國化妝品市場規模和同比增幅及其預測

數據來源：艾媒數據中心

隨著近年來中國國內護膚化妝品市場不斷發展，女性護膚化妝品市場已趨向成熟，並主導中國國內化妝品市場;同時男性市場的整體消費水平不斷提升，越來越多的企業開始關注男性護膚化妝品市場，推動了其市場競爭與發展。當今男性消費者的思想已衝破以前舊觀念的束縛，男士護膚品已成為男性改善自我形象，成功塑造男性氣質的重要媒介。在被稱為”顏值經濟”的護膚品行業快速發展潮流中，男性逐漸成為拉動護膚品市場消費擴容的龐大群體，男性護膚品也成為行業繼續增長的新動力(中國網，2021)。同時，男性彩妝也越來越受到年輕一代的認可，男士專業彩妝需求越來越受到

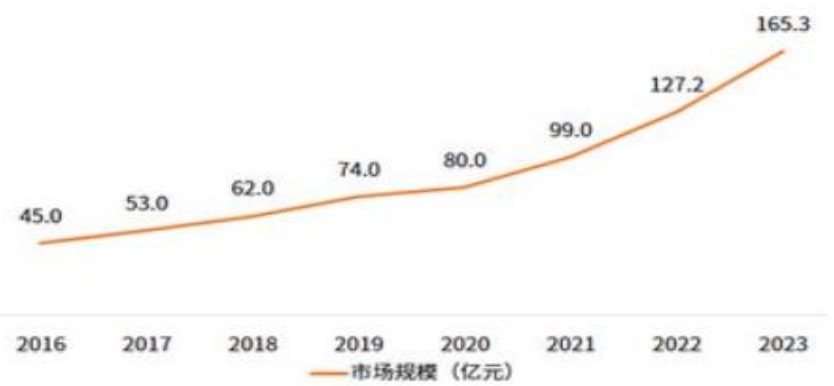
重視，據財聯社報導稱，近四年來，中國男士化妝品市場以年均 7.7%的速度增長(新浪財經，2022)。

Ⅲ. 中國“他經濟”背景下的男性護膚化妝品市場

根據百度百科解釋，“他經濟”又被稱為男性經濟，與女性經濟的“她經濟”相對應。受最初流行於日本、中國臺灣等地的父親節等男性節日的影響和男性價值再定義以及男性新的消費需求等催生而成。男性消費異軍突起，”買買買”不再是女性的專屬，“他經濟”成為消費市場上的黑馬。伴隨男性對自身顏值提升的意識不斷增強，“變美”也不再是女性的專利，越來越多的男性已然成為消費市場的中堅力量，消費的邊界不斷擴張，並衍生到各類生活娛樂工作場景中。男性的個人護理、男裝配飾、醫療美容、運動健身等四大方面的”男顏經濟”順勢成為”他經濟”的重要組成部分;“男顏經濟”范圍廣泛，其中個人護理又包括護膚類、彩妝類、洗護類、理容類(Mob 研究院，2021)。本文的研究物件以男性護膚及彩妝類為主。

縱觀海外美業發達國家的男性護膚發展史可見，男性護膚品的需求大致經歷了清潔、護理及美容三個階段。中國男性在過去很長一段時間都集中在基本清潔階段，隨著男性護膚觀念的逐漸增強以及顏值經濟的盛行，越來越多的男性對皮膚護理及外貌管理的意識逐漸增強。據艾媒諮詢數據顯示，2020 年雙十一期間，男性護膚品消費高達 30%左右，漲幅明顯。中國前瞻產業研究院的相關數據顯示，2020 年國內護膚品行業市場規模達到 2738 億元，同比增長 9.5%。其中男士美容行業快速增長，中國男性護膚品市場規模 2018 年為 62 億元，同比增長 17.0%;2020 年達 80 億元，同比增長 8.11%，增速快於女性護膚品市場規模增速。隨著在社交媒體或視頻平臺上露臉變得越來越普遍，人們更加關注自己的外表。根據被稱為中國版 Instagram 的”小紅書”發佈的數據，截至 2019 年，小紅書總活躍用戶數同比增長 4.4 倍，而男性活躍用戶數增長 14.5 倍(中國日報網，2020)。2021 年中國男性護膚品市場規模為 99.0 億元，同比增長 23.8%，整體呈較快發展態勢，預計 2023 年將突破 160.0 億元。此外，數據顯示，在 2022 年“6·18”購物節中，天貓平臺上的男士護理產品整體銷量實現 20 倍的高速增長(網易網，2022)。可見，與競爭激烈的女性化妝品市場相比，男性護膚品市場潛力巨大。

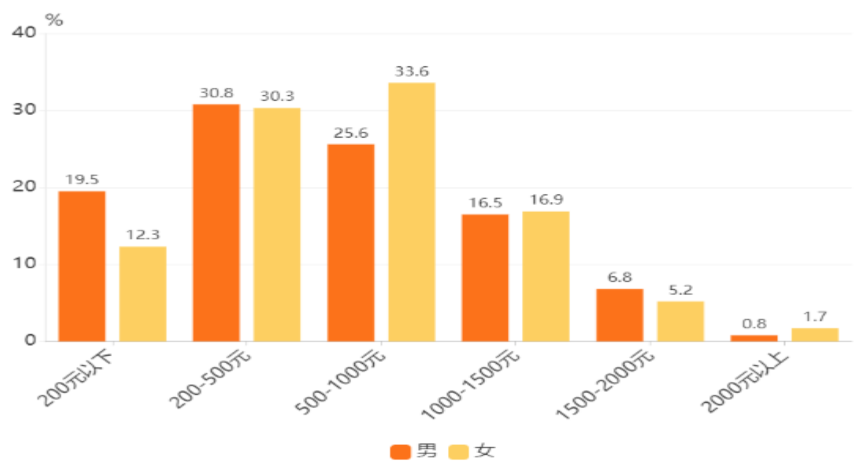
圖 2：2016-2023 年中國男性護膚品市場規模及預測



數據來源：艾媒數據中心

不僅如此，近兩年來男性化妝品市場亦呈現出較明顯的增長態勢，其中以 00 后為代表的 Z 世代男性對美妝的包容度正在不斷提升，購買粉底液的增速是女性的 2 倍，眼線的增速則達到 4 倍(iiMedia Research，2021a)。《2020 中國男士美妝市場洞察》報告顯示，抖音男性美妝使用者已接近美妝用戶整體的三分之一;艾媒諮詢發佈的《2020 中國男性顏值經濟發展專題研究報告》顯示，76.8%的男性消費者有購買男性顏值產品的需求。另據《2021 男士彩妝線上消費報告》報導，男士彩妝銷售額在 2020 年 5 月-12 月同比增長 75%，與此同時，各大電商平臺男士彩妝品類分類細緻，男士專業彩妝需求越來越受到重視。艾媒諮詢最新數據顯示，2021 年男性化妝品消費水準相對女性整體雖較低，但差距並不顯著，23.3%男性消費者月均消費額在 1000-2000 元之間，25.6%男性消費者月均消費在 500-1000 元之間，而同樣的消費水準女性佔比分別為 22.1%和 33.6%(iiMediaResearch,2021b)。

圖 3：2021 年中國不同性別消費者化妝品月均消費對比調查



數據來源：艾媒數據中心

財聯社報導稱，近四年來，中國男士化妝品市場以年均 7.7%的速度增長。2020 年，其市場規模約 167 億元，預計到 2023 年將突破 200 億元(新浪財經，2022)。《2021 男性消費洞察報告》顯示，男性使用者是線上高消費人群的中堅力量，且保持持續增長態勢，線上消費能力 1000 元以上男性已達 1.22 億。根據中國移動智庫《2021 年男性經濟研究報告》，超過 50%的男性在過去一年購買過美容護膚品，其中約 70%的人每季度購買兩次或以上。此外，超過 50%的受訪者表示，他們每年的美容消費為 900 元或更多。伴隨著高增長潛力，資本市場的興趣也在向男性美妝市場傾斜。2019 年至 2021 年共獲得 6 筆超過 4.5 億元人民幣(約合 832.77 億韓元)的投融資，佔男士化妝品的投資額度的 77%。與此同時，男士美容相關的公司數量也在迅速增加。據中國企業調查統計，2016 年新註冊男士化妝品及護膚相關企業 1180 家，但 2017 年 1105 家，2018 年 1209 家，2019 年 3927 家，2020 年 3141 家，近期，相關企業的註冊速度快速提升。預計到 2026 年，中國男士護膚品市場的複合年增長率將達到 15.88%，到 2026 年市場規模將達到 207 億元人民幣(華經產業研究院，2021)。由此可見，男士化妝品將和護膚品一樣，或成為行業頗具潛力的一個增長點。

圖 4：中國近 10 年化妝品相關企業註冊量

數據來源：企查查

Ⅳ. 韓國男性護膚化妝品的中國市場策略假想

韓國作為亞洲護膚化妝品強國，中韓建交三十年以來，隨著韓流在中國的盛行，韓國女性護膚化妝品在中國風靡一時。近年來隨著中國經濟水平不斷提升，進口化妝

品品牌多樣化及中國內地國貨品牌風潮盛行，韓國女性化妝品人氣略衰是不爭的事實。並且，受中國”零冠”政策影響，愛茉莉太平洋和 LG 家居保健的銷售額大幅下滑，佔國內化妝品出口 70%的韓國化妝品在中國市場的火爆程度已不如從前(한국무역협회,2021)。能否把握住中國的現行市場變化，在男性護膚化妝品領域搶佔先機佔據一席之地，是擺在韓國眾多化妝品牌面前的一個重要的課題。依此，韓國男性護膚化妝品企業可從以下幾個方面進行策略準備。

首先，做好品牌定位，優選適合中國男性肌膚特點及其消費取向的產品。商品品質是男性消費時關注的重要因素，品牌作為品質的保證，是男性消費者購買決策時的重要決定因素(中國移動研究院，2021)。據阿里平臺數據顯示，至本、潤百顏、理然等中國國貨護膚品牌，注重積雪草、煙醯胺、視黃醇等活性更高的新成分研發與應用，通過較高性價比和產品效果，獲得了用戶認可。由此可見中國男性消費者十分注重產品成分及功效，高性價比產品的推出是快速佔中國市場的關鍵所在。

其次，加大主推產品宣傳力度，提高商品的知名度，加強男性消費者的產品忠誠度。在多媒體社交平臺的普及的社會背景下，圈子、意見領袖、素人、明星等各種推薦層出不窮，會直接或間接影響消費者最終的購買決策。因此，在做好線下基本行銷的同時，根據產品使用者層定位，選擇合適的明星代言人，強化產品在小紅書、抖音、快手等中國現行熱門平臺中的曝光率，提升知名度，進而強化男性消費者對相關產品的認知和忠誠度。同時，產品通過這些平臺可以拓寬宣傳和銷售管道，有望說明其進一步搶佔中國內地市場份額，並吸收一部分原先進口品牌的消費者群體。

第三，根據消費者特點，不斷促進新型產品研發，促進男妝產品品類多樣化。ii-Media Research(艾媒諮詢)數據顯示，65.1%的受訪男性對提升顏值持積極態度，男性顏值消費具有精緻化、低齡化、消費升級等特點。同時，男性在選購顏值產品時具有”務實”的特點(iiMedia Research，2020b)。就此，需要根據中國男性護膚化妝品消費的特點，研發適合消費者需求的產品。同時，根據中國男性的膚質特點和不同年齡段的肌膚狀況研發對症有效的產品以及美白、藥妝等產品，促進品類多元化也會是占穩中國市場的有力舉措之一。

第四，拓寬銷售和流通渠道，開展直播電商銷售等新型熱門銷售模式。新零售時代下，勇於打破韓國傳統護膚化妝品品牌的運營模式，積極通過“播品牌”模式，迅速打開市場，進行直播行銷。

第五，藉助消費升級，開展線下新式美妝集合店一站式，營造垂直銷售模式。越來越多男性想要學習如何打理自己的臉，怕麻煩的他們不一定願意研究哪個刷子更好用，一站式購買服務反倒可能更適合他們。因此，開展線下新式美妝集合店一站式、全品類的消費體驗，打造產品垂直模式的架構以吸引更多男性美妝小白。

最後，著眼長遠，將輕醫美提上籌備日程。在傳統護膚品難以滿足求美者日益提升的求美需求下，消費者對於輕醫美的認知及接受程度逐步上升。屆時，不斷加入美容行列的男性群體也將成為輕醫美行業發展的重要組成部分。因此，韓國相關企業應在竭力開拓日化男性護膚化妝品中國市場的同時積極借鑒韓國男性美容發展經驗，打造輕醫美相關產品鏈，將主動權掌握在自己之手。

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Current Situation and Development of Architecture Major in China's Private Colleges: Focus on Yunnan Technology and Business University

中國民辦高校建築專業辦學現況及發展
——以雲南工商學院為例

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***Abstract**: Private colleges and universities in China have recently improved, both in the quality of education and the quality of management. This paper mainly proposes solutions to the existing problems by analyzing the training system of the Department of Architecture of Yunnan Technology and Business University, the arrangement of professional courses, and the employment status of the students of this major. At the same time, it also discusses the problems and solutions in private colleges and universities and puts forward some suggestions for the development of private colleges and universities in China.*

***Keywords**: Private colleges and universities in China, Architecture Major, Current Situation and Development, Yunnan Technology and Business University*

I. 緒論

中國民辦高校致力拓寬中國教育事業的廣度，並通過不同的平台和渠道推進中國教育事業，給學生更多平台學習，並實踐到社會中去。截止 2021 年，中國民辦大學一共有 762 所，佔比全國高校總數的比例 25.37%。《中華人民共和國民辦教育促進法》中明確規定：民辦學校的受教育者在升學，就業，社會優待以及參與先進評選等方面享有與同級同類公辦學校的受教育者同等權利。中國民辦高校的現狀中國民辦高校的歷史已有 30 餘年，通過民辦高校師資隊伍的不斷壯大，學生生源的增長，教育設施，手段和技術的進步，民辦高校的教育質量飛速發展和提高，並且學生就業率也提高了。這些都充分說明大眾對民辦高校的認可與肯定。

中國民辦高校對建築專業投入大量人力物力，針對建築行業的不同工種，開設不同類型的建築課程，以求發展建築行業所需要的複合型人才，就民辦高校的建築專業畢業生就業情況而言，建築行業更渴求實用型技術人才，可以快速適應崗位，且具有

創新頭腦的人才，可以促進行業創新和發展。民辦高校建築專業現狀則是面臨著挑戰：民辦高校的建築專業開設課程時間短，師資不足，缺少經驗，導致其培養複合型人才的周期長，效率低。從而報考民辦高校建築專業學生也會有所遞減。所以需要民辦高校加大資源，資金的投入，更新教育手段和技術，提高教育的質量和效率。

Ⅱ.雲工商現狀建築專業現況

雲南工商學院是雲南省第一所民辦高校，也是教育部批准設立的全日制普通本科院校，更是一所應用型大學。共有學生 26000 餘人，專職教師 900 餘人，10 個二級學院，建築專業隸屬於人文藝術設計學院下。建築專業專職教師共計 20 人，學生共計 300 餘人。雲南工商學院自建校以來遵循“自強，卓越，報國”的校訓，發展奮鬥，立足雲南，輻射東南亞，輸送一流應用型人才給地方。但云工商的建築專業也面臨著挑戰，建築行業的蕭條也導致學生生源的銳減。從招生反映出 2022 屆入學新生大幅比下降。

雲南工商學院的建築專業培養的人是面向各類建築設計公司，裝飾公司，景觀公司，土建施工企業，房地產企業等相關專業的實用型技術型複合人才。培養目標是培養具有理想信念且德、智能、體、美、勞全面發展的人才。有一定的文化素養、職業道德和創新理念，有一定的專業技術、實踐能力和就業能力的人才，也是現代化社會所需要的人才。學校要求應屆畢業生不僅具備一定的建築專業理論基礎知識，能熟練運用設計手法到實踐項目，且具備一定電腦輔助軟件技術和設計，根據不同客戶群的要求，可以作出具有新穎創新理念的方案設計，快速適應工作崗位。

表<1> 學生就業的職業面向

專業大類	專業類	對應行業	主要職業類	主要崗位群或技術領域舉例	職業資格證書職業技能等級證書舉例
土木建築大類	建築設計類	建築設計 建築工程施工 園林景觀設計	建築工程 技術人員	建築設計師 繪圖員 景觀設計師 施工圖設計師	二級建造師

雲南工商學院的建築設計專業課程設置包括公共基礎課程和專業課程。分以下 4 類：1.思想政治理論課程;2.通識課程;3.專業課程(專業基礎課程，專業核心課程，專業拓展課程);4.綜合實踐。建築專業課程設置的原則：本專業根據職業崗位、典型工作任務和職業所需能力來設置課程。課程所需軟件 AutoCAD、Photoshop、Sketchup 等實操性、應用性技能。如表<2>。

表<2> 建築設計專業課程設置

職業崗位	典型工作任務	職業能力	課程設置
建築設計	1.手繪效果圖	能夠掌握建築設計的基本概念和設計原理。熟練設計表現技法，運用不同工具材料進行手繪效果表現。	建築設計基礎 手繪效果圖表現 建筑设计综合训练
	2.施工圖繪製	具有一定的建築設計基礎知識，能夠熟練使用相關軟體製作處理，進行建築設計的前期平面繪製	電腦輔助設計 AutoCAD 建築設計基礎 建築設計專案實戰
	3.三維效果圖	具有一定的建築設計基礎知識，能夠熟練使用相關軟體處理，進行建築設計的平面圖及效果圖製作。	電腦輔助設計 AutoCAD 建築設計基礎 建築設計專案實戰 3D 效果图表现 草图大师(Sketchup) 电脑效果图后期制作 （Photoshop）
景觀設計	1.施工圖繪製	具有一定的建築設計基礎知識，能夠熟練使用相關軟體製作處理，進行景觀設計的施工圖繪製。	設計原理 電腦輔助設計 AutoCAD
	2.手繪方案效果圖	能夠掌握建築設計的基本概念和設計原理。熟練設計表現技法，運用彩鉛進行手繪效果表現。	建築設計基礎 手繪效果圖表現 草图大师(Sketchup)

Ⅲ. 雲南工商學院建築教育現存問題及應對

1.現存問題：

雲南工商學院對教學加大了資源、資金和人力的投入，但是仍然存在一些問題。

1）師資力量薄弱、流動性強。教師的隊伍建設不專業且不穩定，因為民辦學校績效制度導致教師流動性強，不穩定。教學效果需要穩定的老師和一定週期的循環來體現，從而導致民辦院校的教學質量得不到提升。民辦高校的教師基層管理不完善和不全面也導致教學質量減弱。部分老師上課準備的教學材料一層不變，缺乏創新。師資力量是教學工作的核心，必須重視教學環節中的教學資質水平。

2）人才培養方案老化，過時。如表<2>課程設置是根據未來學生在建築行業中工作任務來設置的。但是就建模軟件的選擇來說，草圖大師對於後期建築工作中的建模軟件選擇還是具有片面性。如果根據市場實用來說，犀牛軟件更具有適用性和普遍性。這也說明了人才培養方案中，課程設置的部分沒有參照建築市場規律來設置，因為部分老師只會用草圖大師軟件而選擇此軟件作為建模工具，具有片面性，缺乏市場調研。

民辦學校就雲南工商學院為例管理總體上存在的問題如下。

1)重管理，輕教學。煩冗的教學管理制度讓教師的教學方法變得保守，固化，不敢輕易嘗試具有創新性和研究性的教學模式，從而導致教學質量水平停步不前。

2)學生評價制度影響教師的教學評價和績效，導致教學方法教條化。學生的評價制度比重過重，使得教師不敢輕易批評學生，有所保留。也使得部分學生將學生評價制度當成遏制教師的方法。

3)民辦高校因為是屬於自營性集團企業，對於教學的財力支持也相對謹慎。對於創新型、研究型教學模式的開發，比較於公辦院校投入的資金少、人力少。從而缺少前沿性，學術性的教學成果。

民辦高校的就業率一直是國家的重點關注，對於雲南工商學院畢業生就業問題大致存在以下幾點。

1)建築行業大環境遇冷，就業難。

2)民辦建築專業畢業生相對於公辦畢業生認可度不足，能力不足。

隨著建築行業的飽和，房地產行業在中國遇冷，也意味著以建築方向為職業導向的學生畢業就業困難。建築專業失業和待業人數激增，更加大了建築專業應屆畢業生的就業難度。雲南工商學院建築專業部分畢業生已經轉換平台跑道，轉換職場工種。在很多房地產企業和建築施工單位，在選擇畢業生的時候，更傾向於公辦院校畢業生。

2. 解決方法

雲南工商學院想要提高教學教育質量，拓寬市場，發展創新民辦高等教育，成為全國民辦高校的佼佼者，必須要針對上述問題進行研究並提出解決方法。

1)教學層面：

(1)提高教師師資水平，需要引進高學歷人才和擁有成果的人才，需要加大對人才引進的財力物力投入，為了給教師更好的環境發展科研，加大績效考評制度中科研佔比。給予作出前沿性、學術性成果的教師獎勵、優評;

(2)特色建築方向工作室的建立，樹立品牌效應。雲工商應該就學生畢業就業工種，相應開設不同類型品牌工作室，類建築木工坊、建築項目實踐室和施工圖繪製工作室等。幫助學生崗前培訓;

(3)加強特色人才培養，工學結合，提高人才質量，適應市場經濟。雲工商需加強特色專業的特色人才培養，建築的分類多樣，校內建築專業應加強與市場接軌，調研就業規律，培養適合當下市場的應用型特色人才。現代社會是一個信息化，學科互融發展的新時代，國家教育部、財政部把培養學校特色祝那也建設列為重要項目。雲工商更應結合市場規律，創建具備應用技術、理論基礎和創新研究的特色人才培養模式。(丁金昌等 2008)工學結合是指學生為主體，講學習和工作有機結合的一種教育模式。學生一方面在企業實踐，一方面在課堂上學習，相互交替融合，將理論應用到實踐。雲工商應該建立適合“工學結合”需要的教學管理運行體系和教學質量監控體系。

2)管理層面

(1)民辦學校把教學管理、教學發展和科研發展相結合，培養學生知識基礎，技術能力和創新精神。開闢出一條更優化的教學管理制度和教學質量監控;

(2)學生評價制度是提高教師教學質量和效率的重要手段。雲工商將學生評教當作教師考核、績效和職稱評定的一個重要指標，實際上，學生評教是具有局限性的，學生評教的可信度，學生評教的指標等都影響著教師最後考核的結果。導致部分教師不願意得罪學生，提高不了教學質量和教學質量監控;

(3)民辦高校應加大對教學、科研等方面的財力支出。因為民辦高校是自負盈虧的集團企業，民辦高校生源的減少，導致民辦高校對於學校財政支出謹慎。但是雲工商應該加大教學發展和科研發展的資金投入，只有提升教學質量，建設形成特色專業，培養特色人才，打造良性循環，品牌效應，吸引生源。

3)就業層面

(1)發展崗前培訓課程，有效接軌市場就業。建築專業分類多樣，專業範圍廣泛，雲工商應結合市場，針對不同建築工種，開創新型複合人才培訓。

(2)開拓建築專業實習範圍，在校內創新創業。發展學生實踐能動性，理論結合實際，更好的適用社會。

(3)聯合公辦院校、社會機構和建築單位企業，開展討論會、座談會。了解最新市場動向和行情。開設相對應的理論和實踐課程。

Ⅳ 結論

民辦高校是促進高等教育多樣化和大眾化的有效實施途徑。雲南工商學院是雲南省的第一所民辦高校，是提升、發展雲南地方高等教育重要推手，也是帶動雲南地方經濟的推手。雲南工商學院發展方向需要符合中國國情，符合高等教育教學規律和發展。在面對市場變化，建築行業的起伏，雲工商需加大對教學科研的財力支持，與此同時，國家也應該大力支持民辦高校建設，地方政府給予一定的稅收優惠，財政扶持，有利於高等教育的多樣性建設。而云南工商學院的建築專業要提升辦學自主權，建設特色專業，培養特色人才，實踐社會，服務社會。

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