AIM AND SCOPE

The MSU GenSan Graduate Education Journal aims to publish original research and research review of the literature on these topics: graduate education, science teaching, public administration, sustainable development, among others.
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General Santos City in Southern Mindanao, Philippines: From the Ruins of War to a Boom City of the South, 1945-1967

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ABSTRACT

This article deals with the post-war changes and development of the hitherto pioneering settlement area in Koronadal Valley until it became a city two decades after the end of World War II. The process of rebuilding of lives and the consequent community formation is illustrated in the study making use of accounts of the survivors of the war. Basically qualitative, the study used triangulation to check and counter-check the accuracy of data. The study came out with the findings that amidst the confusion of the post-war period and the lack of material support from the government, the community that evolved is a product of the interaction of people of the area, that is, it is the people themselves that defined what is General Santos City today.

KEYWORDS

Local History, Frontier Settlement, Migration, Modernization. Community formation, Cityhood, Mindanao
INTRODUCTION

The rise of nationalist historical writings in the seventies heightened the call for a rewriting of Philippine history based on a Filipino outlook and away from the Manila-centric reality. As aptly stated by one historian: “Before a truly comprehensive history could be compiled, many local histories, adopting a social rather than a political science perspective and concentrating on the indigenous Filipino rather than the foreigner, would have to be written” (Churchill, 1987).

Human activities of whatever kind are the raw materials of history. However, since we cannot take one aspect of life in total isolation from its social settings, historical studies promote recognition of interrelationship of the individual with society. Aided by the generalized insights of other social sciences, history tries to pull together its own recognition of the stream of of unique events in time into a comprehensive view of human history. It is this holistic approach that gives its broad compass allowing greater dialogue with other social science disciplines.

It is an undeniable fact that human behavior varies from society to society which hints that human beings make their own world. This paper holds the view that human beings are “creators of their own environment” (Johnson, 1981; Zanden, 1988; Svinicki, 1990). As explained by Johnson (1981), the definition that creates his world emerges through the process of interaction and are based on a minimal level of consensus within the group, an idea that is basic in a symbolic interaction theory.

This study focuses on the people who faced the fear of the unknown in the frontier region of southern Mindanao in what became the first government-sponsored settlement in Mindanao in Koronadal Valley and the kind of community which they built in interaction with the original inhabitants of the place, the Magindanaos and the indigenous peoples (IPs). This study particularly deals with the post-war period to see how the people of a community faced the problem of rebuilding lives after the war in 1945.

OBJECTIVES OF THE STUDY

The larger objective of the study is to provide a database in reconstructing the local history of the southernmost city of Mindanao, General Santos City during the period 1945 until it attained cityhood in 1967. The specific objectives are as follows: To describe the social construction of the community using life history approach or allowing the voices of the people to be heard in the narration of events; 2)To describe the events after the war in Koronadal Valley settlement
and to ascertain how the people of the area respond to various challenges; and
3) To determine the qualitative growth and development of the once pioneering
settlement area leading to its “boomtown image” and cityhood status by the
sixties.

**RESEARCH DESIGN**

In an effort to reconstruct the reality of a social scene, numerous methodological
strategies were adopted. This study is essentially a qualitative method of research
using the emic-etic compromise called by Pelto (1970) as the “imbedded
emicism.” To Kenneth Pike (1954), an emic approach is an attempt to discover
and to describe the pattern of that particular language or culture, rather that
“an attempt to describe them in reference to a generalized classification derived
in advance of the study of that culture.” On the other hand, an etic analytical
standpoint is where the analyst stands far away from the “outside” of a particular
culture.

This study then, adopts Pelto’s (1970) view that neither the “insider” nor
the “outsider” in cultural scene has all the answer for appropriate definitions
of behavioral facts. (underscoring supplied).: As applied in this study, while
the insider’s perspective is very important in the understanding of how people
organize their world to make it more meaningful, however, the etic concepts
of the researcher are just as important to come up with the larger objective of
understanding the community.

In this study, for instance, while the “readings” of events were solicited, these
“readings” were evaluated on the basis of the documents available. This was
especially true to controversial issues where the informants showed observable
hesitancy to talk about unpleasant aspects of life in the community which
happened in the past. For instance, one can only get snatches of information
about the investigation conducted by Malacanang in 1946 after the war but a
relatively complete record of the investigation report provides one with a better
perspective of the event than can otherwise be elicited from the informants. Thus,
there was the elicitation of information by probing the “insider’s perspective,” but
subsumed within the researcher’s etically derived information.

The following steps were followed in the conduct of this research, viz:
1. Collection and review of secondary and primary documentary sources;
2. Collection of primary data from eyewitness accounts of events through
   key informant interviews;
3. Collection of case studies as illustrative cases to highlight the linkage of individual experiences through the process of interaction.

Historical sources or documents in both written and oral forms provided materials to complement the present since according to Burgess (1982), they “provide deeper sociological insights into the way in which people lived their lives.”

It is in the gathering of primary data and key studies through key informant interviewing that the native research methodology of pagtatanong-tanong is found useful. Pagtatanong-tanong is a method of research which is defined as “ang pakikilahok sa isang pag-uusap na kung saan maaring magtanong ukol sa mga bagay” (Gonzales in Pe-pua, 1982).

The informal culture of pagtatanong-tanong emphasizes a deep interactive relationship between the researcher and the informant. In fact, Santiago and Enriquez (1979) believed that the kind of information obtained by the researcher from the informant depends on the level of relationship between the two. The level of pakikipagpalagayang-loob brings out the best result. And in this particular study, older informants who had more time in their hands were found eager to share their experiences making the pagtatanong-tanong a pleasant experience.

**RESEARCH LOCALE**

**Koronadal Valley in South Cotabato.** Koronadal Valley, the subject of the present study, is located in the southeastern part of Cotabato. A narrow plain flanked by two mountain ranges, the Quezon mountain range in the east and Roxas mountain range in the west, it extended in a northwesterly direction from Sarangani Bay to Lake Buluan about 80 kilometers long and from 10 to 12 kilometers wide covering an area of about 97,000 hectares. Between these mountain ranges “is the fertile cogonal and marshy valley of Koronadal, called by the B’laans kolon na dal which comes from the Magindanao words kolon or kalon which means “cogon” grass and nadal or dalal meaning “plains”. As the name suggests, the Valley was an extensive plain found from the northern shore of Sarangani Bay at Dadiangas (now General Santos) running in a northwesterly direction to Lutayan barrio in Buluan Lake, approximately 8 miles wide and fifty miles long. Wernstedt and Spencer (1967) described Koronadal Valley:

*The Koronadal Valley in the south is the largest of the peripheral lowlands. With an average width of nearly 8 miles, the Koronadal extends for over 50*
miles from the shores of Lake Buluan in the north to the head of Sarangani Bay. Structurally, the Koronadal Valley terminates at the low topographic divide located along the line between the Parker and Matutum volcanoes. North of the divide the drainage of the valley is dominated by the north-flowing Marbel River, whereas to the south, drainage is by way of the Buayan river into Sarangani Bay.

The topography of Koronadal suggests its division into three parts: the Southern, Middle, and Northern Koronadal. Settlers of the three parts give varying impressions showing the differences in the physical characteristics of the three parts. One settler of Southern Koronadal vividly recalled:

“As I have arrived, I can really feel the loneliness and emptiness of the place for there were no plants except the cogon grass and the trees that stood along the river banks. Only few kinds of trees were there, mostly Klinon and Dadyangas. I was saddened upon seeing that the place was hot, arid, and desolate.”

The loneliness and emptiness of the surroundings was understandable since Southern Koronadal, better known as Buayan, was the driest portion of Koronadal Valley. With a low rainfall of only 38.45 inches and 4.5 wet months (Barrera, 1963:226), Buayan was the least inhabited area before settlement days with most inhabitants found more numerous in the Middle and Northern Koronadal. As a residential place, it did not appeal either to the wet-rice agriculture-based Magindanaos and the kaingin-type agriculture of the Blaan. Experts could not even say whether this part of the valley ever had a forest cover (Pelzer, 1945:145).

The impressions gathered from the interviewed settlers tell of “dust as thick as one inch” which the strong, southerly wind coming from Sarangani Bay blew across the plains of Buayan. As a result Buayan was sometimes called “Dust-diangas” referring to its poblacion area, Dadiangas. Sometimes the area was also called “the Dust Bowl of the Philippines.” On the other hand, Middle and Northern Koronadal were noted for forest and babay ramo. An interesting theory presented by Smith (1924), as quoted by Pelzer, says that Koronadal Valley was once a shallow sea channel connecting Lake Buluan to Sarangani Bay before the eruption of Mount Matutum. The eruption of the volcano led to the filling of the channel by volcanic materials.

A province as vast as Cotabato is expected to have varying topography ranging from flat level land and towering mountain ranges. Moreover, the plains are particularly important for an agricultural nation like the Philippines, especially if
such plains are watered by river systems. Since farmlands are usually found in the plains, these also became centers of communities.

Cotabato is especially favored by an extensive area of plain extending for almost fifty miles eastward from the shores of Illana Bay to the southern boundary of what is now Bukidnon Province and southeastward to Sarangani Bay. These extensive plains provided the first element in a material infrastructure that made Cotabato the leading power in Mindanao and Sulu region during the heydays of Sultan Kudarat and his successors. Thus, Warren (1985) mentioned Sulu's reliance on Cotabato to solve Sulu's eighteenth century chronic food shortage particularly rice, its staple food. Likewise, Ileto (1971) attributed Buayan's dominance in the nineteenth century Cotabato to its economy spurred by its agricultural activities in direct contrast to sa-ilud's waning power due to lessened trade activities in the region.

The second important feature of Cotabato is its towering mountain ranges in the north, east, south, northwest and southwest which virtually insulate Cotabato from the neighboring areas and bodies of water. Wernstedt and Spencer (1967) identify these ranges as the Tiruray Highlands or Cotabato Cordillera, which occupy the extreme south-western corner of Mindanao, extending in an unbroken front along the Celebes Sea coast for more than 125 miles composed of four distinctive physiographic units. Fronting directly along the Celebes Sea is the “4,000 foot-high Southwest Coast Range”. The northern section is composed of the Mount Blik Uplands, which has summits ranging between 3,000 and 4,000 feet in elevation. The eastern edge of the Tiruray upland area is formed by the Daguma Range, a narrow, linear mountain chain which overlooks the Allah Valley. Between the Mount Blik Uplands and the Daguma Range is the Kulaman Plateau, an interior upland that lies at an elevation of approximately 3,000 feet (Wernstedt and Spencer 1967: 546-547).

The mountains in Cotabato region, said Huke (1963), prevent the rain cloud in passing over them giving Cotabato the distinction of receiving the least rainfall during the northeast monsoon during the months of December to March. But when winds do come, its rivers overflow and renew the fertility of the soil by depositing the sediments which they carry from the mountains to the plain. Thus, reports made by the governors-general of the Philippines during the American period mentioned the periodic droughts and floods which settlers had to contend with in Cotabato.

Despite the environmental constraint, however, the mountains resulted to Cotabato’s unique distinction of being outside the typhoon belt. Its typhoon-free climate and the vast expanse of seemingly uncultivated arable land made
Cotabato an almost ideal settlement area, a fact not lost on the Americans and the later Commonwealth and Philippine government officials when they searched for an area as a settlement area in southern part of Cotabato. The southern part of the Koronadal Valley Settlement was thus the favored option for the first government-sponsored settlement in Mindanao which evolved to the present General Santos City of today.

This paper, however, only deal with the period immediately after the war until it attained cityhood status in 1967.

RESULTS AND DISCUSSION

Buayan : Intrigues, “Daga, Balang at iba pa”, 1946 - 1954. The post liberation period found Koronadal Valley in shambles just like the rest of the country. The rebuilding of homes and lives was then the primary concern as areashown by the experiences of our informants.

Reverend Domingo found himself in Davao working in an abaca plantation farm trying to earn money for fare in order to get his family in Luzon and bring them to his farm lot in Koronadal. “If she (the wife) didn’t go wi trainguth me, then, I’ll just have to look for somebody else,” Reverend Domingo laughed while looking at his wife. However, after returning to his farmlot in Barrio Caloocan in Marbel district, the occurrence of a succession of drought, rats and locusts caused him to lose face with his wife. “Parang mas mahirap ang buhay dito noon kaysa sa Luzon” (“Life appeared more difficult here than in Luzon during that period”), the wife offered her thinking of the situation. Moreover, despite difficulties they managed to survive. Later, Federico had the chance to continue his studies to become a religious minister. “Ang asawa ko ang nagpa-aral sa akin. Siya ang nagpatakbo sa farm hanggang maging ganap na ministro ako.” (“It was my wife who sent me to school by taking care of the farm until I became a full-pledged religious minister”). Both are in agreement, however, that without the farm lot, he would not had the chance to take further studies, a dream of a lifetime.

The young man Vic Diaz, who was then a student, decided that somebody had to sacrifice if the family had to survive the calamities of rats and the locusts. As the eldest child, he felt it was his responsibility to sacrifice for the younger ones. Despite the scholarship offered by the Oblates in Notre Dame of Cotabato, he felt he had to work so the younger brothers and sisters could continue with their studies. So, he stopped schooling and worked in a private company in Davao. “It was destiny. There, I met my wife who was a teacher in Davao. Later, when my younger brother was able to enter the U.S. Navy and dollar money came, I
felt it was time for me to marry. Anyway, somebody had to sacrifice for the family. I am proud to say that I have done my share for the family”.

Mr. Dulay continued to work with the NLSA as a surveyor. The abolition of the NLSA did not pose a problem to people of skills, especially with the establishment of multinational corporations in Buayan starting the sixties. Also helpful was the condonation of debts owed by the settlers to the government by President Magsaysay in 1954 after the succession of drought, locusts and rats hit Cotabato.

What was apparent from the interviews conducted was the clarity of accounts of the informants’ experiences from the time of arrival to Koronadal Valley until the war period. After the war, however, the accounts of community events appear hazy although informants were very clear on their personal circumstances. This led to the assumption that the informants were then so preoccupied with rebuilding lives after the war that the pre-war keen participation in the building of a community was reduced to the minimum and left to the government. It can be said with no fear of contradiction, therefore, that the highest point of community esprit de corps was before the war years. It was the time when everyone knew everybody. Decision-making was made in public consultation participated in by everybody. A conscious effort of building a community was the prevailing norm then. The post-war condition and the increase of population changed all these.

The people resumed their normal activities after liberation. Within the settlement area, the settlers under the NLSA tried to resume their pre-war activities. But a 1946 Malacañang report found Koronadal Valley in chaos:

“\textit{The whole NLSA organization may be likened to a captainless ship adrift for the last eleven months in the sea of discord, disorganization and personal ambition. The crew is in mutiny, while the officers are engaged in a feud among themselves. Nobody is in command and nobody could be allowed to take command, for there is mutual suspicion . . .} (Testa, A Report on Koronadal Valley, 1946: 4)

The 1946 report attributed the chaotic condition of the immediate post-war period to the “untimely death of General Paulino Santos.” Lt. Jesus Larrabaster, who took command of the NLSA after the suicide of the late Albert Morrow, was not able to fill the void in leadership left by General Santos and Albert Morrow. Lt. Larrabaster had the unenviable task of making the Koronadal Project work during the Japanese occupation. But lack of funds was a major drawback.

The withdrawal of government assistance to the settlers in the form of
a weekly food ration listed as loan was not longer possible. Not everyone was able to harvest his or her fields when the Japanese came. The NLSA officials and employees who returned to work were better off during the occupation because of the salaries they received, albeit in a reduced amount, and the eight hectares of land that the Administration Farm loaned to them. Thus, the settlers felt oppressed when obligated to turn over a percentage of their produce to the NLSA in accordance with the settlement contract but with the NLSA unable to provide the usual assistance in the form of food ration. Attorney Testa’s report told of the altercation between the supervising overseer and a settler who refused to give a percentage of the salt the latter was selling. The settler reportedly told the overseer: “When we needed your help you did not help us, and now that we have the salt you want to get it from us (Testa, 1946:4.”

Unlike General Santos whose “semi-militaristic” ways was neutralized by his perceived concern for the interest of the settlers which gave him the “father” image, the recorded settlers’ complaints against some officials of the NLSA of abuse of authority filed by the United Settlers Movement against eight officials of the NLSA indicated that nobody was able to fill the void caused by General Paulino Santos’ absence from the settlement.

Clearly, some officials were perceived to have taken advantage of the tremendous power given the NLSA as a corporation and the consequent potential for power over the settlers. This led to a condition of Koronadal Valley likened to a “captain less ship” after the war.

Besides the lack of psychological acceptance of new leaders due to perception of irregularities and abuse of authority, another factor contributing to the intrigue and dissension of the immediate post-war period was the politization of Koronadal Valley after the war. The two camps involved in the charges and counter-charges against each other happen to belong to two opposing camps representing the two presidential candidates for the 1945 election - the Osmeña and Roxas camps.

From the long list of complaints one can deduce that the once efficiently run NLSA Koronadal project tightly controlled and supervised by the general manager had degenerated into an inefficient corporation tinged with accusations of corruption and self-gain. Attorney Testa, who was tasked with investigating the so-called Koronadal muddle, vividly depicted this state of condition in his report: (Testa 1946: 5-8)

“The investigation disclosed that the officials and employees of the National Land Administration (NLSA) are divided in cliques, prompted by petty
jealousies, intrigue, individual ambition, and, in certain instances, by envy. The settlers are similarly divided among the contending cliques. The establishment of cantonments is all that is lacking to complete the scene of pitched battle. The stage was well set for a tragedy, first by the untimely death of the former Manager, General Paulino Santos, the man who held them under control and together; and, second, by the uncertainties surrounding the plump and desirable key positions, still vacant and thus tempting. - that, no wonder, one group should desire to outwit the other, not to say, that there are pre-existing rivalries and axes to grind.”

The NLSA Koronadal-Allah Valley Project continued to be a “captain less ship” without direction until another surprise visit by Speaker Perez of the House of Representatives who reported a “sorrier state”:

“After the town of Lagao, the Koronadal settlement stretched outward to the range of mountains dividing Koronadal from Allah. Speaker Perez often stopped the wagon to talk to settlers, inquire about their lives, their farming, and their needs.

The speaker found the settler’s homes in a mundane condition. No flower plants in the front yard, no vegetable garden in the back, no fruit trees, no papayas, no bamboo trellises for climbing legumes.

The farmsteads were in a sorrier state. The cogon started viciously just a few meters from the settler’s house, smothering the little corn patch or the one-tenth hectare rice paddy.

Likewise, the speaker found the famous dam built by the late Manager Paulino Santos. In 1940 it was irrigating 1,500 hectares of Koronadal land; when the speaker saw it last week, it was shallow, choked by entangling vines and weeds . . .” (Evening News Saturday Magazine, Vol. 5, No.23, June 10, 1950: 6-7)

Presumably, the incessant problem on inefficiency, corruption, and wastage of government money led to the abolition of the NLSA and its incorporation into its successor agency, the Land Settlement Administration (LASEDECO) in 1950. The NLSA left a liability of nearly 2 million pesos (Lichauco 1956: 191). Under the NLSA, three major resettlement areas were opened in the country: Mallig Plains in Isabela, and two in Cotabato, namely Koronadal Valley made
up of Lagao, Tupi, Marbel and Polomolok and Allah consisting of Banga, Norala and Surallah. Its successor agency, the LASEDECO was able to open Tacurong, Isulan, Bagumbayan, part of Buluan, Sultan sa Barongis and Ampatuan, all in Cotabato. The LASEDECO was later taken over by the National Resettlement and Rehabilitation Administration (NARRA) in 1954 which was able to administer a total of 23 resettlement areas: nine in Mindanao; one in Palawan; five in the Visayas; one in Mindoro; seven in mainland Luzon (Rodil 1994: 39).

There was also the special program of the government to counter the upsurge of the Huk rebellion, a brainchild of then Secretary of National Defense Ramon Magsaysay - the Economic Development Corps (EDCOR) which established settlement areas in Isabela, Quezon, Lanao del Norte, North Cotabato and Magindanao.

The government resettlement programs caused an enthusiastic response from the Filipinos particularly those coming from the Visayas region. Moreover, settlers who came after the war found out that there was no welcoming group waiting for them at the seashores; no bunkhouses where they could temporarily stay while awaiting settlement; no ready farm lots available for distribution; and no government support for food and materials needed for house construction and other needs. The post-war settlers found that they had to fend for themselves. Buayan was still “carrying a pioneer-like atmosphere into most facets of its physical and cultural landscapes” until the 60s, however, but it “can no longer be viewed as a limitless Eldorado.”

As if intrigues and corruption were not enough, Cotabato experienced a calamity of unbelievable proportion - drought, rats, and locusts - coming one after the other between the periods 1946 - 1954 which made life difficult for the people of the province trying to rehabilitate themselves from the ruins of the war. One account portrayed Cotabato in a state of calamity:

"Ito naman ang masaclap dahil dumating ang grupo ng ilaga na katakotak na ang palayan na kabhit isang hectarina na nakatayo ang palay dumating ang kinabukasan ay ubos na walang matira kabhit isas man lang punong matiwian. Ang mga ilaga ay walang patawad kabhit mga talahib, damo, saging. Governor Udtog hiniling sa mga Philippine Marine Infantry upang tumolong sila ng rat campaign. At umabot kami sa taon 1953 ito taong ito ay pinakamaraming ilaga na halos ang mga balong na ginawa namin sa isang gabi doon kami naghahampas ng dahil ang mga pag-kain ay wala na kayat sa loob ng taong ito nahirapan kami. . . ."
The misery came in the form of an army of rats which can destroy one hectare of palay in just one night. The rats did not spare anything, even the cogon grass, weeds, bananas. Governor Udtog asked the Philippine Marine Infantry for help in the rat campaign. This was the situation until 1953. (Reverend Federico Domingo, in a personal written account dated 1947)

The rats and locusts were the major reasons for the migration of a lot of Koronadal-Allah valleys settlers, particularly from Banga and Norala, to Bukidnon (Vic Diaz, in an interview, 1996). Some informants blamed the wide cultivation in Upper Valley (Surallah, Banga, and Norala) by the National Development Corporation for the destruction of the ecosystem. Accordingly, the disappearance of the forests due to clearings made by individual settlers and the National Development Corporation led to the disappearance of wild animals (wild pigs, deer, snake, etc.) which feasted on the rats resulting to a destruction of its natural check and balance system leading to the proliferation of locusts and rats in Cotabato immediately after the war.

The problem to farm produce brought by rats and locusts caused the inhabitants to tackle the problem as a community once more. The problem was too great and the survival of the community was at stake that differences were temporarily set aside and various sectors of the populace joined the local officials in the rat and locust campaign. The Army, particularly the Task Force Star, with the marine units also extended their hand in the campaign. The newly opened Philippine National Bank Dadiangas Branch helped alleviate the situation by giving out loans to farmers (Ramirez 1993: 224).

Amidst the period of rehabilitation and reconstruction, the decade after the war also saw the inevitable transformation of the Municipal District of Buayan from a previous extension of the indigenous and Magindanao world into a newcomers’ territory.

B. From Magindanao Domales to a Christian Territory

One NLSA settler’s son who resided in General Santos City during the settlement years for 12 years and 43 years in Cotabato City as a teacher and later as a journalist, Patricio P. Diaz, gave us a glimpse of the vaunted pre-war pattern of Christian - Muslim accommodation and cooperation with the Muslims as big Brother and migrant settlers as the little brothers when he described the great Datu Salipada K. Pendatun:

“With pride and fondness, the late Salipada K. Pendatun would talk about Muslim - Christian Brotherhood as a legacy which Muslim leaders of old,
including himself, had nurtured in the Empire Province of Cotabato. The Brotherhood, with the Muslims as the Big Brothers, started with the coming of the first Christian settlers in 1913 . . . .

He lived the Brotherhood he proudly and fondly talked about:
- Married to a Christian until death.
- Helped Christians grow in political leadership.
- Had close association with Christian Missionaries” (Diaz, 1995: iii)

Moreover, despite the earlier accommodation with the indigenous inhabitants, the Christian ethos brought by the settlers into the valley moved them to cut the umbilical cord that tied the southern part of Cotabato to the Magindanao world redefining the place into a Christian territory. Twin moves made this possible.

Symbolic of the transformation of the Sugod Buayan’s domales into a new community with a predominantly Christian ethos was the changing of the name Buayan to General Santos. Ironically, it was the Magindanao congressman of the Empire Province of Cotabato, Congressman Luminog Mangelen, who authored Act No. 1107, an act which changed the name Buayan Municipality into the “Municipality of General Santos” in June 1954. At almost the same time, the Ilonggos of Marbel campaigned for the separation of the southern part from the province of Cotabato. This materialized on June 18, 1966 with Republic Act No. 6393 creating the Province of South Cotabato (Ramirez 1993: 224).

The changed power relationship hit hard the Muslim leaders, Pendatun included. In the election of 1967, lawyer Melquiades Sucaldito, his Ilonggo kumpare, opposed Congressman Salipada K. Pendatun. Pendatun won the election but was beaten 2 to 1 in the south, the present South Cotabato and Sarangani, a predominantly Christian section of the Empire Province (Diaz 1995: iii).

The transformation of the previous extension of the Magindanao world into a Christian territory was facilitated by the settlers’ participation in the political life of the Municipal District of Buayan. This is significant because while before, the settlers’ world was confined within the exclusive world of the settlement district, the post war development brought forth the real mixing of different ethnic groups. This expanded interest on the side of the settlers opened additional avenues for land acquisition and political power.

There was interest in the acquisition of land outside the settlement by entrepreneurial settlers and NLSA employees. Areas outside Lagao, the settlement district, became the focus of this emerging interest. One pioneer teacher of Dadiangas West Central Elementary School reported their survey of several
mountains on foot, which her companions assured, could be theirs by simply applying for a land patent (Panadero, in an interview, 1996).

An illustration of pre-occupation on land acquisition-mania pervading Buayan district, in particular, and Mindanao, in general, during the immediate post-war period is Resolution No. 71 passed by the Municipal Council of General Santos on June 20, 1955 tackling the issue of various conflicting claims in Makar, the proposed site of Makar Wharf.

Of the claimants mentioned in Resolution No. 71, one was a 1939 settler who earlier was able to acquire lands in Dadiangas by purchase; another one was an employee of the Bureau of Lands; while all the rest were either post-war Christian migrants or Magindanaos. The growing assertiveness of the Magindanaos in acquiring lands in Dadiangas in competition with the settlers after the war appears to be a confirmation of a 1952 observation that after the war the Muslims “woke up to the reality that they have to perfect their ownership to their lands” (Siat, in Millan 1952: 71-73). In Dadiangas it was an attempt to reassert the reality of the Magindanao domales. Unfortunately for the indigenous inhabitants, however, the socio-economic-cultural and political transformation of the area had taken a life of its own.

Demographically, the 1948 census indicated that the entire province of Cotabato had the Muslims and the Lumads still in the majority. However, continuous migration radically changed the demographic configuration of Cotabato as shown by Table 3.

Table 3. Population Shifts In Cotabato: 1918, 1939, 1970 Census

<table>
<thead>
<tr>
<th>SECTOR</th>
<th>1918</th>
<th>%</th>
<th>1939</th>
<th>%</th>
<th>1970</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christians</td>
<td>5,110</td>
<td>2.97</td>
<td>59,909</td>
<td>20.17</td>
<td>1,076,485</td>
<td>67.19</td>
</tr>
<tr>
<td>Muslims</td>
<td>102,361</td>
<td>59.52</td>
<td>62,996</td>
<td>54.89</td>
<td>444,521</td>
<td>27.75</td>
</tr>
<tr>
<td>Lumads</td>
<td>43,067</td>
<td>25.04</td>
<td>54,265</td>
<td>18.28</td>
<td>107,032</td>
<td>6.68</td>
</tr>
<tr>
<td></td>
<td>171,978</td>
<td>100</td>
<td>296,935</td>
<td>100</td>
<td>1,602,117</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3 shows that the unabated migration into the area led to the “politics of number” with the original inhabitants proving no match to the newcomers to the valley whose number jumped from 20.17% in 1939 to 67.19% in 1970 (Table 1). Besides losing out in population, they also lost out in political power resulting to the creation of minority groups in Mindanao with the newcomers taking over the island, economically, politically, and culturally.

Nineteen forty seven election brought to the fore the competition for political power with the settlers edging out in the process the leaders coming from the native population. The death of Sarip Abedin left a void in leadership among the indigenous inhabitants. The list of government officials of General Santos City since 1940 shows that once having taken hold of political power, the Christian sector refused to lose its hold over it. Not surprisingly, this period also saw the coming of the “rich and the powerful” who came to establish “extensive plantations, pasture leases or cattle ranches, mining concerns, logging operations, and rattan concessions” (Gowing 1979: 47-48).

The incessant arrival of Christian settlers to Dadiangas shores led to the “minoritization” of the Muslims and Lumads in South Cotabato. The majority - minority situation with power relationship as an important variable left the native populace at a disadvantage. The situation for the B’laans was depressing as described by Arcenas(1974):

“Within this framework, the B’laans readily accepted the outsiders settling in their lands. In the early days, there was much land for the taking. The B’laans were content with their produce of corn, cassava, upland rice, camote, gabi, and root crops. Wild animals abound in the forests. . . . At present, it remains difficult for the B’laans to understand the justice in the trampling of their rights and virtual loss of freedom in their homeland.

Losing trust and confidence in the Kristianos is very clear in the experience of a Catholic priest who got stuck up in an out-of-way road with his B’laan companion nonchalantly informing the priest: “Ayaw kabalaka, father, dili mawala kanang imong sakyanan kay wala man Kristiyano dinhi.” (Homily by Fr. Willy Estrasa, Barangay Fatima, General Santos City, 1999). But despite the loss of trust and confidence, the B’laan natives remained friendly. As one informant said: “Murag wala manto’y kasamok tungod kay daghan pa man gud kaayo ug yuta. Kung gusto nimong makaangkon ug yuta, ang imong himoon mao ang limpyohan lamang kini” (Rogan, in an interview, 1995).
(There was no problem then because there was plenty of land. All that one had to do was clear it).

The researcher, however, is inclined to believe that the Commonwealth government’s failure to provide protection to the indigenous inhabitants during the period of migration resulted to this unfortunate situation after the war. The later land conflict in Cotabato could have been avoided if the Commonwealth government made good its verbal assurances to the indigenous peoples with regards to respect for their rights over their land. Moreover, with the exception of the “rich and powerful” from Manila and elsewhere who obtained land in Mindanao even without setting foot on it, an individual migrant-settler cannot be faulted for finding ways and means legally available to him during that period to obtain a piece of land.

Moreover, Christian settlement also provided educational and other opportunities to inhabitants of the valley. Some members of the indigenous group were able to take advantage of these opportunities.

C. The Changing Pattern of Territorial Configuration

The original inhabitants lost out to the newcomers because they were unable to stem the tide of the rapid influx of newcomers into the area. In 1936, there were only 3 municipalities of the Empire Province of Cotabato (Cotabato town, Dulawan, and Midsayap). By 1947, 10 additional municipalities were created, namely: Buayan, Buluan, Dinaig, Kabacan, Kiamba, Kidapawan, Koronadal, Nuling, Pagalungan, and Parang. The following year, Lebak became a regular municipality. In 1949, four more were added - Tumbao, Pikit, Mlang, and Glan (Gazo, in Millan 1952:205). By 1952, there were 19 municipalities in the Province of Cotabato. These were: Buayan, Buluan, Cotabato, Dinaig, Dulawan, Glan, Kabacan, Kiamba, Kidapawan, Koronadal, Lebak, Midsayap, Mlang, Nuling, Pagalungan, Parang, Pikit, Tacurong, and Tumbao. The continuous movement of people into the Empire Province of Cotabato made these changes inevitable.

In Koronadal Valley, the Buayan District of Southern Koronadal Valley attained a full pledged municipality status in 1947. Before 1947 it was known as the Municipal District of Buayan, one of the five district divisions of the Empire Province of Cotabato together with Buluan, Glan, Koronadal, and Sebu which were placed under the Fourth District Division under a deputy governor whose official headquarter was established in Tacurong, then a part of the Municipal District of Buluan. Governor Udtog Matalam created the five district divisions under the immediate supervision of a deputy governor in order
to deal with lawlessness that proliferated in the province immediately after the war (Government Report, 1956).

What happened to the original four settlement areas after the war?

Marbel, later called the Municipality of Koronadal, became the nucleus of the Province of South Cotabato established on June 18, 1966 under Republic Act No. 6393. It is now Koronadal City. Tupi earlier made a barrio of Koronadal became a municipality in 1953 under Executive Order No. 612. Polomolok became a regular municipality on August 21, 1957 under Executive Order No. 264 separating it from the municipality of General Santos and Tupi (1980 Census).

Symptomatic of the shift of preeminent position from Lagao to Dadiangas during the immediate post-war period was the transfer of the seat of government from the Muksin-Abedin residence in the old Buayan to Dadiangas. Through an allotment from the national government, a wooden municipal building was built in Dadiangas and inaugurated on April 30, 1950 costing P19,700.00 (Ramirez 1993: 224) Originally, the blueprint for the Koronadal-Allah Valley Settlement Project called for the establishment of all government offices in what is today Balete, Lagao (Dulay, in an interview, 1996). However, Buayan’s rapid transformation from an agricultural settlement into a regular local unit of government necessitated the modification of this particular blueprint for development.

In January 1948, Buayan District became a full-pledged municipality as provided by Republic Act No. 82 with Ireneo Santiago as its first mayor. The new municipality had 60 barrios and sitios covering an area of approximately 1413.6 square kilometers with a population of 37,519 (Millan 1952: 69). Among Buayan’s known places then were Dadiangas, Lagao, Makar, Bula, Buayan (old), Klinan, Polomolok, Palkan, and Glan (its former mother unit), Malapatan, Malungon and Alabel. The last four places are now municipalities of Sarangani Province while Polomolok is now part of the Province of South Cotabato.

Following is a very interesting 1952 description of Dadiangas of the former Buayan Municipality:

"the seat of local government and center of the Buayan Townsite Sub-division, as approved by the NUPC, Dadiangas is a second class port, a boom-town-in-the-making, where Chinese capitalists are entrenched with about 98% control of the wholesale trade. Several inter-island vessels call regularly at this port"
every week. A type C pre-fabricated Weather Bureau Station and one of the six radio stations in the province are found in Dadiangas. A PRISCO branch store was established here two years ago. The Court of First Instance also holds session here at least twice a year. There is also an electric light plant, three cinemas, a couple of drug stores and two active labor and stevedoring unions. A P50,000 branch of a Manila automotive supply company and a branch of the San Miguel Brewery, as well as a branch office of the Compania Maritima are also located here. Its post office can boast of a volume of transaction second only to that of the provincial capital, Cotabato” (Siat in Millan 1952:71-72).

Lagao, as the first site of the pre-war settlers, remained true as the preserver of the cultural tradition of the settlement days. This was seen in Lagao business remaining securely in the hands of Filipinos. Before the war, Lagao was the producer of peanuts and cotton. In the fifties, it was still an important center of trade, second only to Dadiangas. But significantly, retail trade in this locality is in the hands of Filipinos. The hospital, a Notre Dame High School, two drug stores and an ice plant were located here.

But Dadiangas was different. Described in the early fifties as “a second class port, a boom-town-in-the-making” (Siat, 1952: 71-73), Dadiangas became the haven for later migrant settlers; the indigenous inhabitants lured by the available economic opportunities of the area; and foreign traders who were banned from the settlement areas during the days of General Santos. Peopled by later arrivals, Dadiangas became the focus in the creation of the entrepot-hinterland commercial structure. As an important port of call, its strategic location made it the natural administrative and commercial center of the entire Koronadal - Allah Valleys. Unlike the Middle and Northern Koronadal area, its strategic location provided it its varied economic activities besides agriculture which included among others cattle raising, coconut production, fishing, and trade.

The old Buayan, the old center of political power, was the site of the domestic airport long before the advent of the city’s modern international airport in the nineties. Klinan, Palkan, and Polomolok served as the agricultural areas of the Buayan Municipality. Klinan raised corn, rice, and sugar cane. It is now known as Barangay Mabuhay, one of the 26 barangays of the city. Polomolok was the rice granary of Buayan. Palkan, which has a semi-temperate climate, was ideal for the raising of cabbages and potatoes. Palkan and Polomolok are both municipalities of the Province of South Cotabato today.

Bula of the fifties was a developing fishing village. This fishing village developed a cultural tradition anchored on the celebration of a patron saint of
fishermen. Today, it is one of the urban barangays of the city; the home of known residents whose prosperity was linked to the development of the city’s fishing industry in the eighties.

The construction of the Makar Wharf started in 1953. Today, Makar is the site of the modern port facilities that served as the exit and entry point of people and goods of the SOCCSKSARGEN (South Cotabato, Cotabato, Sultan Kudarat, Sarangani, and General Santos) area.

The growth of the community is accompanied by the changing landscape. In the fifties, a new arrival docked either at the landing site of Compañía Maritima found along what is today Acharon Boulevard near General Santos Park. A narrow-densely populated area started to appear along the coastline near the Silway River. Houses were usually made of woods, nipa or cogon and bamboos. Roads were dirt roads with some gravel and sand. “Lubak-lubak” (bumpy road full of holes), was how one described the status of the road of the fifties. Since this particular informant used to buy softdrinks and beer by the truckload in Dadiangas for his store in Marbel, he didn’t expect then to return to Marbel the same day because the “roads were so bad that one expected a bust tire or a vehicle malfunctioning in the travel. So one had to expect that travel time would take more than a day then.” It was the time when public buses were so few that the common mode of transportation was an ox-drawn cart. “I used to walk from Tūpi to Dadiangas, a distance of thirty six kilometers,” said a daughter of an NLSA employee assigned in Tūpi.

The latter half of the 50’s saw the start of road asphalting in major thoroughfares of Dadiangas and the national highways connecting the municipality to the neighboring places. Moreover, the previous national highway of pre-war years, which passed through Klinan 6 and Mabuhay in going to Marbel, was changed following the Alunan Highway from Makar to Marbel. The business sectors which previously converged near the General Santos Park started to move into the major thoroughfare in what is Pioneer Avenue today (Villano, in an interview, 1995).

In June 1954, Buayan Municipality was renamed General Santos by virtue of Act No. 1107. Representative Luminog Mangelen of the Province of Cotabato responded to the desire of the people to hold in posterity its founder’s name.

The 60s saw the asphalting of General Santos Municipality’s poblacion area, Dadiangas. More and bigger commercial buildings sprung up. The establishment of bigger and more aesthetic-looking buildings usually followed a fire gutting several commercial buildings. The pace and tempo of life in the poblacion area, the current Pioneer Avenue, was livelier than in other parts of the municipality.
The poblacion was, and still is, the center of religious activities with the Christian churches of different denominations located in one block facing the public plaza along Roxas East, later renamed Pendatun Avenue. The Catholic Church of Dadiangas was built at the other side of the public plaza along Roxas West. Two mosques were built in Dadiangas, both along the coasts. The municipal hall was constructed at the heart of the plaza. The old commercial district was the area facing Compañia Maritima. Starting the 50s more commercial establishments sprung up along Pioneer Avenue. The need for better port facilities was realized with the opening of Makar Wharf in 1959. The Silway public market proved too small for the burgeoning population of Dadiangas so a new public market was built in front of Lion’s Beach along Acharon Avenue.

The ecological changes and development of the Municipality of General Santos from the forties until it became a city in 1967 could best be seen in the ensuing discussion of the political development from 1945-1967. The administration of Mayor Antonio C. Acharon as the last municipal mayor and its first city mayor is no longer included in the study.

D. Political Development

Three identifiable stages characterized the pre-1967 political leadership: first, the dominance by the indigenous leadership before the war; second, a leadership sharing in Buayan district between General Paulino Santos representing the Christian settlers and Sarip Abedin representing the original inhabitants starting 1939 until 1942; and third, the political dominance by the settlers’ group after the war.

The pre-war years was characterized by Muslim dominance in political affairs. This dominance had Islam as its “ideological cohesion and a basis for unity” and framework. Cotabato has traditionally been identified with the Sultanates of Maguindanao, Buayan, and Kabuntalan. But in South Cotabato a Sultanate of Koronadal was known to have existed. According to reports, about the middle of the 19th century, two sons of Sultan sa Maguindanao, with a retinue of Muslim followers from the north came to settle in the place called Talik, which is two kilometers north of the present poblacion of Koronadal. They formed a Sultanate of Koronadal and built a fortress but Datu Ali from Salunayan destroyed this about the first decade of the twentieth century. The last ruling Sultan of Koronadal was Sultan Sambuto (Hunt 1987: 136).

The debacle of the Sultan sa Talic in the hands of Datu Ali of the Sultanate of Buayan left his followers in Koronadal Valley without a central authority leaving the Muslim leadership in the hands of the datus. There were three kinds of datus
in Moro society: datus-in-fact, datus-in-name, and royal datus. “Datus-in-fact actually presided over a group of followers and/or controlled a given territory. Datus-in-name were as a courtesy called datus because they were born into aristocratic families, while in reality they commanded no following and had no power. Since all aristocratic families were generally thought of as descended from the first Sultans of Sulu and Maguindanao, in a sense all datus were “royal datus,” except those who attained their status by their own personal skills” (Gowing 1979: 47-48).

The 1939 settlers got to know Sarip Abedin as the native chief or presidente of the Municipal District of Glan which included Buayan. His cooperation facilitated the smooth settlement process in Buayan. Even settlers acknowledged the cooperation and peaceful accommodation accorded them by the natives under the leadership of Sarip Abedin. When Buayan was separated from Glan with its creation as the Municipal District of Buayan in 1940, Governor Jose Cui of Cotabato appointed Abedin first mayor of Buayan. However, on January 20, 1942 before the arrival of the Japanese forces, Mayor Abedin was killed presumably due to his decision to support General Santos’ move to “play ball” with the Japanese besides other personal reasons. He was buried in his private land at Baluan that still exists today. (Banguiran, in an undergraduate thesis, 1987)

As mentioned earlier, the Lagao settlement area was within the jurisdiction of the Municipal District of Buayan but administered separately by the National Land Settlement Administration. Thus, two separate political entities existed in Buayan - one, the Municipal District of Buayan under the leadership of Sarip Abedin whose jurisdiction covered the areas outside the settlement districts, and
the other, the settlement districts administered by the NLSA. Early on, a pact of cooperation and accommodation was established. But the NLSA-administered territory, infused by government funds provided under Commonwealth Act No. 441, had distinct advantages over the Municipal District of Buayan: it had the infrastructure for modern living like hospital, irrigation, buildings, modern farming machineries, etc. No doubt this led to the Christian settlers’ perception that progress in the area only came with the coming of settlers into the valley (See Fig. 10 below of farm machineries in Koronadal, ca. 1940).

The Japanese period witnessed the disappearance of the two titans of Buayan. Sarip Abedin was already dead when the Japanese arrived. General Santos won’t be able to survive the Japanese period but even before he departed from the valley on orders of the Japanese command, his preoccupation with his other functions under the Second Philippine Republic as Commissioner of Mindanao and Sulu tasked with greater food production, left the settlement in the hands of other officials. Life went on in Koronadal valley but the lack of the guiding hand of its founder led to a crack in the relationship of the NLSA with the settlers themselves. This represented the lowest point of community spirit.

The pre-1960 period of recovery were under the direction of the elite of leaders coming from the pool of Christian settlers and earlier Christian migrants who alternated in leading after having wrested control of Buayan from the traditional leaders. Each leader contributed its own share to the development of the area. A brief profile of the post-war leaders before General Santos became a city in 1967 is herein presented for better illustration of the changes and development in the Municipality of General Santos.

1. Ireneo Santiago, Period of Reconstruction, 1946 - 1955

Ireneo L Santiago was from San Fernando, Pampanga. With the recruitment of personnel for the NLSA’s Koronadal project, Ireneo was recruited as one of its technical staff working as a staff nurse of the NLSA hospital. In 1946, his inherent advantage as the campaign manager of President Roxas in Koronadal Valley led to his appointment as mayor of the Municipal District of Buayan. His leadership was confirmed in the election of November 1947 where he ran and won as the standard bearer of the Liberal Party. He was reelected four years later making him one of the only two mayors who had the distinction of being reelected into the position of mayor in successive terms.

Mayor Santiago’s term was a period of post-war rehabilitation and reconstruction. A break with the traditional hold of the NLSA was seen from the lifting of the ban for the Chinese to operate business in Buayan. Lagao
business remained securely in the hands of Filipinos but Dadiangas, the post-war commercial area was 98% Chinese - controlled in a 1952 report. The municipal government on August 17, 1948 formally accepted the Chinese. Consul Mih of the Republic of China came over for a visit afterwards (Ramirez 1993).

The Santiago administration was credited for the establishment of the basic institutions and infrastructures like the wharf, the municipal building costing P19,700.00, public school buildings, and a constabulary barracks. One of the only two mayors known to win a re-election bid, this popular mayor was not able to withstand the onslaught of the Nacionalista Party, the political party of a very popular president - President Magsaysay, under whose banner his former vice-mayor ran and won in the 1954 election.

2. Pedro Acharon, the Candidate of the Kabus, 1955-1959
   
   Mayor Pedro Acharon, dubbed the candidate of the *kabus* (poor), came to Dadiangas twelve years earlier than the 1939 settlers. He joined the “sakada system” and within that program, he worked in the cattle ranch owned by the Spaniard Don Pepe Olarte. Later, he worked in the store owned by the Japanese Kuruda, the owner of the only store in Dadiangas when the 1939 settlers came. As an early migrant, he was able to lay claim over a vast area near Silway River in Dadiangas. He allowed later arrivals who were not able to get land to stay in the Silway area, creating a cadre of loyal followers strongly attached to the Acharons by a strong *utang na loob* syndrome. His marriage to the family of another earlier migrant bolstered his political stock. He entered politics in 1947 running for the position of vice mayor. After playing second fiddle to Mayor Santiago for ten years, Acharon challenged Santiago in the 1955 election propelled by the political party of the popular President Magsaysay.

   The Acharon administration concerned itself with the barrio programs of President Magsaysay. Through the PACD (Presidential Assistance for Community Development), feeder roads connecting the remote barrios to the national highways were built. Artesian wells were established to solve the problem of water supply among the rural folks. According to a retired PACD worker who was then assigned in Lagao and Dadiangas, they were able to reduce the P10,000.00 budget per project to only P3,000.00 per project because labor was provided by the people - a true government-community cooperation (Villano, in an interview, 1997). Likewise, he finished the projects started by Mayor Santiago particularly Makar Wharf which was declared an open port of entry in 1959 by virtue of Resolution No. 8. The Buayan airport was also rehabilitated from the ruins of the war during his term (Banguiran 1987).
The pre-war pattern of producing low rainfall high-valued crops and livestock in Buayan was continued after the war. Thus, while not attractive to ordinary farmers who preferred the production of traditional crops like rice and corn, Buayan’s contribution was as the experimental station for high-yielding but non-traditional crops.

At the close of the decade, the pre-war cotton production of Koronadal-Allah valleys was revived by the multi-million Philippine Cotton Development Corporation owned by the controversial Harry Stonehill complementing the cotton production done by the National Development Corporation. Likewise, livestock production picked up although it “was never able to return to its pre-war level”.

The sixties saw Southern Mindanao experiencing a rapid stride with a 7.4 per cent growth rate between the periods 1948-1960 bypassing the national growth rate by more than 4 per cent (Table 4).

Following the regional trend, the sixties brought the municipality towards further growth and development. At the helm of government after Mayor Pedro Acharon was a doctor. As shown by the experience of Ireneo Santiago, Buayan’s first elected mayor, and Dr. Sergio Morales, South Cotabato’s first governor, medical personnel, strengthened by his service-oriented role in the community possessed inherent advantage in getting electoral victory.

Table 4. Population Size Growth of Some Regions of Mindanao and Sulu, 1903 - 1980

<table>
<thead>
<tr>
<th>Census Year</th>
<th>Northern Mindanao</th>
<th>Southern Mindanao</th>
<th>Central Mindanao</th>
<th>RP Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1903</td>
<td>266,530</td>
<td>138,583</td>
<td>117,045</td>
<td>2.0</td>
</tr>
<tr>
<td>1918</td>
<td>358,970</td>
<td>206,430</td>
<td>220,650</td>
<td>2.1</td>
</tr>
<tr>
<td>1939</td>
<td>706,367</td>
<td>450,805</td>
<td>484,148</td>
<td>2.1</td>
</tr>
<tr>
<td>1948</td>
<td>922,167</td>
<td>577,663</td>
<td>680,727</td>
<td>2.9</td>
</tr>
<tr>
<td>1960</td>
<td>1,297,345</td>
<td>1,352,898</td>
<td>1,383,290</td>
<td>3.1</td>
</tr>
<tr>
<td>1970</td>
<td>1,952,735</td>
<td>2,200,726</td>
<td>1,941,457</td>
<td>2.8</td>
</tr>
<tr>
<td>1975</td>
<td>2,314,205</td>
<td>2,714,558</td>
<td>2,070,349</td>
<td>2.7</td>
</tr>
<tr>
<td>1980</td>
<td>2,758,985</td>
<td>3,346,803</td>
<td>2,270,349</td>
<td>2.5</td>
</tr>
</tbody>
</table>

3. Dr. Jorge Royeca, the Doctor, 1960-1964

Dr. Jorge Royeca, a native of Tayog, Pangasinan finished his medical course in the College of Medicine of the University of the Philippines in 1935. He joined the NLSA in 1939 serving as a hospital director of the NLSA hospital in Lagao. His civic involvement started with his founding of the Jaycees General Santos where Dr. Royeca was its Charter President. He also became a Charter Grand Knight of Columbus Council 4639, General Santos Municipality (Ramirez 1993).

When Dr. Royeca entered politics in 1959 as a mayoralty candidate under the banner of the Liberal Party, he was already known for his service-oriented role in the community both as a civic leader and as a doctor. Thus, while the previous mayors belonged to the party of the President of the Philippines, Dr. Royeca’s election did not follow the national trend.

True to his profession, Dr. Royeca emphasized cleanliness, beautification and health services. During his administration, General Santos Municipality was declared the cleanest town in the province of Cotabato. Anti-littering law was strictly implemented, stray animals were impounded, trees were planted along the national highway, and the continuous beautification of parks and the public plaza was made. Worth mentioning was the successful relocation of the squatters found along the beaches into Alunan Street.

The increase in population necessitated the expansion of services. The Emergency Hospital was established in Lagao. Additional public elementary schools were established in the eastern and northern parts of Dadiangas to complement the two existing public elementary schools in Dadiangas.

In all these undertakings, the active participation of the various civic, religious and business sectors was noticeable. In fact, the conscious effort of promoting the “boom-town Dadiangas” image was an idea hatched by the private and the business sector of the community.

The tapping of the agri-industrial potential of the municipality by capitalists and giant corporations reached a high point in the 60s. Thus, a cassava plantation at Conel was established in 1961 by UDAGRI. By 1964 the General Milling Company was producing flour for domestic consumption. DOLE Philippines was established. Next to the Chinese, most informants agreed that instrumental for the area’s rapid stride were the multinational corporations in the 60s.

The 1964 election saw once more the defeat of a reelectionist mayor. Dr. Royeca, however, would later bounce back to political life as a member of the municipal council in the late seventies and as an assemblyman of Region XI in the early eighties.
4. Lucio Velayo, the Labor Leader, 1964-1967

Dr. Royeca, despite his sterling performance while in office proved no match to a labor leader in the 1964 election. In a migrant community where status stratification was not clearly defined, neither wealth nor high education was considered the primary consideration in election. It is, therefore, not surprising that a former jeepney driver and insurance agent turned labor leader and businessman became mayor in 1964.

Mayor Lucio Velayo’s term saw the establishment of the following projects: the first two public secondary schools: one in Bula and the other in Conel; the establishment of the fire department at the core of the municipality; the concretization of the Philippine National Bank; and the establishment of deep wells in different barangays particularly in Klinan, Conel, and Tinagakan. A sister company of Dole Philippines, the Standard Fruits Company (STANFILCO) was established in Polomolok in 1963. On May 1, 1967, the Coca-Cola Bottling Company was inaugurated in the municipality.

The administration of Mayor Velayo also saw rapid stride in the field of media communication with the publication of the first local newspaper, the Southern Review, and the establishment of the first radio station, DXGS.

Economic growth gained a very significant leap during Mayor Velayo’s term. Multi-million agri-based corporations such as Dole-Philippines, General Milling Corporation and UDAGRI began operating in the area. This time, the municipality qualified as a fourth class city prompting Congressman Salipada Pendatun to file House Bill 5862 converting General Santos Municipality into a city and renaming it Rajah Buayan City. Unfortunately, the residents in a plebiscite called for the purpose rejected this bill. The failure of the bill converting the General Santos Municipality into a city, however, occurred not in the halls of Congress but in the hallowed halls of the Supreme Court in recognition of the people’s “rejection” of their cityhood.

Why Reject Cityhood? When Buayan became a full pledged municipality in 1947, it was a fourth class municipality. By 1965, its annual income had reached 600,000 pesos qualifying it for a status of fourth-class city. House Bill 5862 was subsequently passed converting the municipality into Rajah Buayan City.

However, opposition to its city hood came. Its city hood became the object of contention between two opposing forces. One group, mostly the so-called pioneering settlers, campaigned for the rejection of city hood. They deeply felt the loss of the name General Santos. To them, the name General Santos had
emotional connotation. To this group, the name symbolized everything that the settlement stood for - hope for a better future, land for the landless, the name of a beloved founder, etc.

The other group, on the other hand, couldn’t understand the reason for the strong opposition. But their argument was unassailable: cityhood is the gateway to further progress. What’s in a name anyway?

The campaign of both sides stretched until plebiscite day with both sides making last-minute campaign near the plebiscite sites. The “yes” garnered 4,422 votes outvoting the 3,066 “no” votes. But opposition remained strong. The first elected mayor of General Santos municipality, Ireneo Santiago, and Eligio Leyva brought the case before the Supreme Court. Their argument was that the 4,422 votes did not constitute the majority of the qualified voters that numbered about 15,727 out of which only 7,488 voted. The Supreme Court declared and sustained this argument by the petitioners: “the people had rejected the cityhood.”

The Supreme Court’s decision denied Mayor Lucio Velayo the honor to be called the first city mayor. That distinction belonged to his successor - Mayor Antonio C. Acharon, former Mayor Pedro Acharon’s son.

CONCLUSION

An important development after the war was the abolition of the NLSA with its absorption into the successor agency, the Land Settlement Development Corporation (LASEDECO) in 1950, partly caused by its inability to effectively respond to the problems of drought, and locust intensified further by corruption within the NLSA, and lack of material national government support. Four years later, the LASEDECO itself was also abolished. The establishment of regular political units in the hereto settlement area set the conditions which liberated the settlers from any legal constraints emanating from the contract which they signed when they became settlers. At the same time, this libertarian condition forced the settlers to be self-reliant at the earliest possible time.

The inability of the NLSA to lead in post-war rehabilitation and reconstruction caused the inhabitants of Buayan district to turn to the Municipal District of Buayan for leadership. The settlers’ participation in the political life of Buayan introduced the “politics of number” into play with the demographically dominant newcomers taking over the leadership of the Municipal District of Buayan.

The new socio-political order was manifested by the change of the ancient name Buayan to General Santos in 1954 and the separation of the Province of
South Cotabato from the Empire Province of Cotabato.

The 60s was a turning point in the history of the Municipality of General Santos. Firstly, the foundation for a booming economy was put in place with General Santos enjoying comparative advantage owing to its inherent geographical advantage. Its strategic location and accessibility made it the natural converging point for people and goods coming from its rich hinterland composed of the provinces of South Cotabato, Sultan Kudarat, Sarangani, and Davao del Sur. Secondly, the diversity of its economic activities fueled by its vast pasture land and rich marine and agricultural resources.

But more than the aforementioned geographical characteristics, the main architect in the formation of the community is its people whose interaction with one another, with the environment and with the outside world largely defined the community.

With the advent of cityhood, new problems cropped up. Nonetheless, the track record of the people of this area who were able to retain the basic framework of peaceful accommodation even during the turbulent years of the 70s makes one confident that they would be able to overcome these challenges of the modern era.

Finally, on a methodological note, the larger component of the community life, then, could be arrived at by a combination of both the “insiders” and “outsiders” perspectives. Providing both the subjective and objective elements of society, they complement each other and are therefore helpful in piecing together the history of a community.

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Inquiry-Based Activities and Critical Thinking Skills of High School Students

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ABSTRACT

This study aimed to determine the relationship between inquiry-based activities and critical thinking skills of 218 selected students of Malapatan National High School, Malapatan, South Cotabato Philippines. The study revealed that students inquiry-based activities were least practiced. There is a significant relationship between inquiry-based activities and level of critical thinking skills (r = .523, p = .000). Most inquiry-based activities were individual and group projects.

KEYWORDS

Critical Thinking, Inquiry-based Learning Inquiry-base Activities, Problem Solving, Discovery Approach

INTRODUCTION

Inquiry-based learning is an approach to teaching and learning that places student’s ideas, questions and observations at the core of learning experience (Scardamalia, 2002). The process often includes open-ended investigations into question or problem, allowing students to engage in evidence-based reasoning,
creative problem solving, and problem finding. These activities involved the use of manipulative or hands-on materials incorporating discovery, inquiry, and problem-solving approaches and applying math and science concepts to real-world context (Thompson, 2006). Barrow (2006) stated that when students practice inquiry, they develop critical thinking abilities and scientific reasoning, leading to an a deeper understanding of science.

Snyder (2008) noted that critical thinking is a learned skill that must be developed, practiced, and continually integrated into the curriculum. This skill enables students to deal effectively with scientific, social practical and real life problems (Shakirova, 2007). Lai (2011) observed that this learning method could include skills in analyzing arguments, making inferences using inductive or deductive reasoning, making decisions or solving problems. In this method, children are required to investigate problems, consider alternative propositions and hypotheses, and solve together present answers(Giles, 2013).

Lamanna (2010) noted that majority of the students found benefits in inquiry-based learning approach. These students improve their attitude, garnered higher scores compared to those who are not into inquire-based learning approach and developed more skills in critical thinking.

**FRAMEWORK**

Mahony (2003) stated that one of the most significant developments in thinking about teaching and learning in higher education is inquiry based learning. He suggested that inquiry based learning in the context of research-led teaching relates to teaching which incorporates the processes of research. This strengthens the nexus between research and teaching. In discovery learning, participants learn to recognize a problem, characterize what a solution would look like, search for relevant information, develop a solution, and execute the chosen strategy (Borthick and Jones, 2000).

Moreover, Bicknell-Holmes and Hoffman (2000) observed that exploration and problem-solving, interest based and student-centered activities, and new information are the main characteristics of discovery learning. These will improve thinking, motivation, and learning because problem-solving methods effectively combine thinking skills to achieve a goal and solve a problem (Rusbult, 2001).

Laird (2005) and Hess (2006) noted that students exposed to diversified interactions demonstrate a greater propensity for critical thinking. They are open-minded, flexible in solving problems or understanding larger aspects of complex skills.
OBJECTIVES

The objectives of this study are: 1) To describe inquiry-based practices in terms of use of manipulative hands-on materials; discovery approach; and problem solving approach; 2) To describe the level of critical thinking skills of students in terms of sensing and defining a problem, collecting evidence on problems, interpreting evidence on problems, and formulating and evaluating conclusions; 3) To relate the inquiry-based activities and the level of critical thinking skills of students; and 4) To identify the most utilized inquiry-based activities in science.

RESEARCH DESIGN

The research is a descriptive-correlational. It described inquiry-based practices in terms of use of manipulative hands-on materials; discovery approach; and problem solving approach of Grade Nine (9) students in Malapatan National High School, Malapatan, Sarangani, School Year 2014-2015.

Out of three hundred seventy five (375) grade nine (9) students, two hundred eighteen (218) were randomly selected. The researcher utilized questionnaire adopted from Mara-on (2009) and Ibag (2005). The researcher obtained permission from the school principal and after conducting the interviews, analyzed the results using descriptive and correlational statistics.
RESULTS AND DISCUSSIONS

Table 1 presents the inquiry-based learning practices as observed by the students.

Table 1. Mean Scores of Inquiry-Based Practices in Malapatan National High School

<table>
<thead>
<tr>
<th>Indicator</th>
<th>WM</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Use of Manipulative Hands on Materials</td>
<td>1.82</td>
<td>Least Practiced</td>
</tr>
<tr>
<td>B. Discovery Approach</td>
<td>2.64</td>
<td>Moderately Practiced</td>
</tr>
<tr>
<td>C. Problem Solving Approach</td>
<td>2.91</td>
<td>Moderately Practiced</td>
</tr>
<tr>
<td>Over-all Mean</td>
<td>2.46</td>
<td>Less Practiced</td>
</tr>
</tbody>
</table>

As shown above, the use of manipulative hands on materials was least practiced (M=1.82) while that of discovery approach (M=2.64) and problem solving approach (M=2.91) were moderately practiced. This finding is revealing considering that hands-on activities would have allowed students to work directly with materials and manipulate physical objects to physically engage in experiencing science phenomena (Bruder, 2003). Thompson (2006), for instance noted that this would incorporate discovery, inquiry, and problem-solving approaches in the real world. Barrow (2006) revealed that students who practice inquiry develop critical thinking abilities and scientific reasoning.

Table 2 presents the level of critical thinking skills. It could be noted that sensing and defining a problem (M=2.93); collecting evidence (M=2.79); interpreting evidence (M=2.92) as well as formulating and evaluating conclusions (M=2.88) were moderately practiced.

Table 2. Mean Scores of Level of Critical Thinking Skills of Students

<table>
<thead>
<tr>
<th>Indicator</th>
<th>WM</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Sensing and Defining a Problem</td>
<td>2.93</td>
<td>Moderate</td>
</tr>
<tr>
<td>B. Collecting Evidence on Problems</td>
<td>2.79</td>
<td>Moderate</td>
</tr>
<tr>
<td>C. Interpreting Evidence on Problems</td>
<td>2.92</td>
<td>Moderate</td>
</tr>
<tr>
<td>D. Formulating and Evaluating Conclusions</td>
<td>2.87</td>
<td>Moderate</td>
</tr>
<tr>
<td>Over-all Mean</td>
<td>2.88</td>
<td>Moderate</td>
</tr>
</tbody>
</table>
The over-all mean of 2.88 showed that students had a moderate level of critical thinking in science in terms of sensing and defining a problem, collecting evidence on problems, interpreting evidence, and formulating and evaluating conclusions. Scriven & Paul (2007) noted that these skills would have been very important in developing the student’s critical thinking skills. Salandanan (2002) observed that mastering these methods could improve information searching. The five basic steps of the scientific method are: a) sensing and defining a problem; b) formulating hypothesis; c) testing the hypothesis; d) analysis, interpretation and evaluation of the evidence; e) formulating conclusion.

Table 3 presents the relationship between inquiry-based activities and the level of critical thinking skills. The result revealed that there was significant relationship between the level of inquiry-based activities and the level of critical thinking skills ($r = .523$, $p = .000$). Moreover, the extent of the relationship between the variables was moderate. The coefficient of determination or r-squared of .274 or 27.4% of the variation in the critical thinking skills were related to inquiry-based activities. This implied that that the more inquiry-based activities were applied, the higher would be the level of critical thinking skills. Similar results were found in different areas of inquiry-based activities. Despite the fact that were moderately practiced, they contributed to the development of skills in critical thinking.

Table 3. Relationship between the Inquiry-Based Activities and the Level of Critical Thinking Skills of Students

<table>
<thead>
<tr>
<th>Variables Correlated</th>
<th>Mean</th>
<th>r</th>
<th>p-value</th>
<th>Extent of Relationship</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Manipulative</td>
<td>1.82</td>
<td>.197</td>
<td>.003</td>
<td>Low</td>
<td>Significant</td>
</tr>
<tr>
<td>Discovery Approach</td>
<td>2.64</td>
<td>.452</td>
<td>.000</td>
<td>Moderate</td>
<td>Significant</td>
</tr>
<tr>
<td>Problem Solving Approach</td>
<td>2.91</td>
<td>.587</td>
<td>.000</td>
<td>Moderate</td>
<td>Significant</td>
</tr>
<tr>
<td>Over-all</td>
<td>2.46</td>
<td>.523</td>
<td>.000</td>
<td>Moderate</td>
<td>Significant</td>
</tr>
</tbody>
</table>

The results affirmed the findings by Haury and Rillero, (1994) that total learning experience will enhance the child’s ability to think critically. The child undergoes the process of testing a hypothesis, putting into motion using various hands-on materials, seeing the process to completion, and then explaining the attained results. In addition, hands-on learning enables students to become critical thinkers, able to apply not only what they have learned, but more importantly to learn the process of learning, in various life situations.
Cooperstein and Kocevar-Weidinger, (2004) found out that hands-on activities let the students grow and learn based on the experiences and the environment they are exposed to. Students learn while discussing, investigating, creating, and discovering with other students. As the students become familiar with the subject, they are learning. They begin to make decisions, requiring less teacher support and allowing more interactive learning experiences to occur.

On the other hand the statement affirmed the findings of Brickman (2009) which demonstrated greater improvements in students’ science literacy and research skills using inquiry lab instruction. He found out that in scientific abilities inquiry students gained self-confidence. Castronova (2002) further observed that discovery learning is active and students must participate in problem-solving activities rather than knowledge transfer. He added that discovery learning emphasizes the process instead of the end product, thus encouraging mastery and application. The lessons learned from failure within this model of instruction encourage the student to continue to search for solutions.

Table 4 shows that the most utilized inquiry-based activities that were done in science were individual and group projects with 56.42% who favoured it. A little difference from it was the research projects with 55.96% and also reporting with 49.08%. The least used activities were predicting (22.02%), checklists (17.43%) and portfolios (16.51%).

Table 4. The Most Utilized Inquiry-Based Activities conducted in Science

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Frequency Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual and Group Projects</td>
<td>123 56.42</td>
</tr>
<tr>
<td>Research Projects</td>
<td>122 55.96</td>
</tr>
<tr>
<td>Reporting</td>
<td>107 49.08</td>
</tr>
<tr>
<td>Experimenting</td>
<td>106 48.62</td>
</tr>
<tr>
<td>Formal Performance Tasks</td>
<td>92 42.20</td>
</tr>
<tr>
<td>Investigating</td>
<td>88 40.37</td>
</tr>
<tr>
<td>Interviews</td>
<td>85 38.99</td>
</tr>
<tr>
<td>Field Work</td>
<td>82 37.61</td>
</tr>
<tr>
<td>Case Studies</td>
<td>77 35.32</td>
</tr>
<tr>
<td>Recording</td>
<td>72 33.03</td>
</tr>
<tr>
<td>Predicting</td>
<td>48 22.02</td>
</tr>
<tr>
<td>Checklists</td>
<td>38 17.43</td>
</tr>
<tr>
<td>Portfolios</td>
<td>36 16.51</td>
</tr>
</tbody>
</table>
Student ranked individual and group projects first; research projects second, and reporting. Other activities include experimenting, formal performance task, investigating, interviews. Field work, case studies, and recording. Predicting, checklists, and portfolios are seldom done.

CONCLUSION

Based on the findings of this study, the following the conclusions are made: the Grade 9 students least used inquiry-based activities. They had a moderate level of critical thinking skills. There was a significant relationship between the inquiry-based activities and the critical thinking skills of students. The most utilized inquiry-based activities were research projects, individual group projects, experimenting, reporting and formal performance tasks.

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**Word Vocabulary Workbook in Developing Comprehension Skill among Grade 7 Struggling Readers**

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General Santos City, Philippines

**ABSTRACT**

The purpose of this study is to determine the effectiveness of a Word Vocabulary Workbook in Developing Comprehension Skill among Grade 7 Struggling Readers. The respondents were thirty (30) Grade 7 struggling readers identified through the Philippine Informal Reading Inventory (PHIL-IRI) results at the start of the School Year 2013-2014 in Valdomar National High School, General Santos City. These struggling readers were randomly assigned into control and experimental group. A Word Vocabulary Workbook was used by the experimental group as an additional instructional material. After 36 days instruction, post test was given to the two groups. It was found out that there is a significant improvement in the comprehension level of the struggling readers in the experimental group who used the Word Vocabulary Workbook. It is recommended that Word Vocabulary Workbook should be considered as a supplementary reading material to improve vocabulary of students and that struggling readers should use and take time in answering the Word Vocabulary Workbook to develop their vocabulary skills.

**KEYWORDS**  
Vocabulary Workbook, Struggling Readers, Frustration level, Comprehension Skills
INTRODUCTION

Reading involves weaving together word recognition and comprehension in a fluent manner (Leipzig, 2001). Comprehension is not something that happens after reading (Fountas, 2000). Readers must understand the words they read to make meaning to the material. The reading skills pyramid shows that an individual must have rich repertoire of vocabulary to help him comprehend what he reads. A Word Vocabulary Workbook may be useful to improve the comprehension level of secondary struggling readers. Despite the importance of reading, there has been a dearth of studies on the effectiveness of reading materials locally developed in the community. Hence, this research.

FRAMEWORK

The study is based on the premise that vocabulary knowledge is the single most important factor in reading comprehension. The framework assumes the effectiveness of the word vocabulary workbook in developing comprehension skills (Sedita, 2005). Word knowledge determines how well students will be able to comprehend the texts they read. A Word Vocabulary Workbook (Atimonan, 2012) was tested on its effect in developing comprehension skills among Grade VII Struggling Readers.

<table>
<thead>
<tr>
<th>INDEPENDENT VARIABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students exposed to word vocabulary workbook (expt’l group)</td>
</tr>
<tr>
<td>• Students exposed to non-use of word vocabulary workbook (control group)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEPENDENT VARIABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension Level of Grade 7 Struggling Readers</td>
</tr>
</tbody>
</table>
OBJECTIVES

The objectives of the study are the following: 1) To determine the level of comprehension skills of the Grade VII Struggling students at the start of the experiment; 2) To determine the effectiveness of the word vocabulary workbook as additional instructional material.

RESEARCH DESIGN

The study was quasi-experimental. It determined the level of comprehension skills of the Grade VII Struggling and the effectiveness of the word vocabulary workbook as additional instructional material.

RESEARCH SITE

Thirty Grade VII is struggling readers in Valdemaor Elementary School, General Santos were randomly chosen from a population of sixty-seven students found reading at Frustration Level in comprehension. These thirty readers-at-risk were randomly assigned to experimental group and control group; that is, fifteen in each group. At the start of the study, both groups of struggling readers were given a comprehension pre-test to determine their comprehension level, after which instruction started. The researcher taught both classes separately everyday from September 2013 to the end of classes in December 2013, a total of 36 days. These months and days corresponded to the second quarter of the school year.

INSTRUMENTATION

The experimental group was given enhancement exercises in the Word Vocabulary Workbook (Atimonan, 2012). The control group did not work on exercises in the Word Vocabulary Workbook.

DATA COLLECTION

On December 10-11, 2013, a week before the Christmas vacation, a written post-test in comprehension was administered to both groups separately during their scheduled classes. The scores of both groups were recorded, analyzed and interpreted separately. The post test in comprehension was the same passage in the pre-test but the choices were rumbled to control memory factor. The results
of the pretest and posttest of the grade 7 struggling readers were tallied, analyzed and interpreted to answer the problems in the study.

RESULTS AND DISCUSSIONS

To determine the level of the comprehension skills of Grade 7 struggling readers at the start of the study frequency count, percentage and mean were computed. As seen in Table 1, the level of the comprehension skills of the 30 Grade 7 is struggling readers based on their pre-test scores. The majority of the struggling readers or 61.1% got scores of 3 to 4 in the pretest, fair performance; 24.4% scored 5 to 6, Good; 5.6% got scores of 7 to 8, Very Good. The over-all comprehension mean score of the 30 Grade 7 struggling readers is Fair (M=4.07).

Table 1. Level of the Comprehension Skills of Grade VII Struggling Readers in the Pre-test (N=30)

<table>
<thead>
<tr>
<th>Comprehension Scores (Perfect Score: 8)</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>5</td>
<td>5.6%</td>
<td>Very Good</td>
</tr>
<tr>
<td>5-6</td>
<td>22</td>
<td>24.4%</td>
<td>Good</td>
</tr>
<tr>
<td>3-4</td>
<td>55</td>
<td>61.1%</td>
<td>Fair</td>
</tr>
<tr>
<td>1-2</td>
<td>8</td>
<td>8.9%</td>
<td>Poor</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>Very Poor</td>
</tr>
<tr>
<td>Over-all mean score: 4.07 Fair (N=30)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results on the difference in the Pretest Scores of the Struggling Readers in Control Group and Experimental Group are presented in Table 2. It shows that the control group got a pretest mean score of M=3.78 while the experimental group M=4.08. Using t-test of independent samples, the t-value is 1.400 and p-value are .208 (p=>.05) which indicatethere is no significant difference between the two.
Table 2. Difference in the Pretest Scores of the Struggling Readers In the Control Group and Experimental Group

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest Mean Score</th>
<th>t-value</th>
<th>p-value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Control group</td>
<td>3.78</td>
<td>1.400</td>
<td>.208</td>
<td>no significant difference</td>
</tr>
<tr>
<td>2. Experimental group</td>
<td>4.08</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result indicates that the control group and experimental group have the same comprehension level at the start of the study. It could be assumed that there is no bias in the grouping of struggling readers.

The results pre-test and post-test between Struggling Readers in the Experimental Group are presented in Table 3. The data reveals that the experimental group had a pretest mean score of 4.08. After using the Word Vocabulary Workbook for 36 days, this group got a post test mean score of 4.78. Using t-test of dependent samples, the t-value is 2.827 and the p-value is .007. Since p < .05, then the difference between the pretest and the post test is significant.

Table 3. Difference in the Pretest and Posttest Mean Scores of the Struggling Readers in the Experimental Group

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean</th>
<th>t-value</th>
<th>p-value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pretest</td>
<td>4.08</td>
<td>2.827</td>
<td>.007</td>
<td>Significant Difference</td>
</tr>
<tr>
<td>2. posttest</td>
<td>4.78</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data indicates that the struggling readers in the experimental group significantly improved their comprehension level when they used the Word Vocabulary Workbook as an additional instructional material. A possible explanation is given by Coady (1997) where vocabulary is known to play a key role in person’s proficiency in both his and her first and second language and is shown to be the best predictor of reading comprehension. Laufer, (1997) also added, if one does not understand most of the words he or she reads, he or she cannot possibly comprehend as a whole.

The result on the difference in the Pretest and Posttest of the Struggling Readers in the Control Group are presented in Table 4.
Table 4. Difference in the Pretest and Posttest Mean Scores of the Struggling Readers in the Control Group

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean</th>
<th>t-value</th>
<th>p-value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pretest</td>
<td>3.78</td>
<td>1.304</td>
<td>.199</td>
<td>No significant difference</td>
</tr>
<tr>
<td>2. posttest</td>
<td>4.07</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results show that the control group had a pretest mean score of 3.78 and a posttest mean score of 4.07. Using t-test of dependent samples, the obtained t-value is 1.304 and p-value are 0.199. Since p>.05, the researcher concludes that there is **no significant difference** in the pretest and posttest mean scores of the control group.

This means there is no significant improvement in the comprehension level of the struggling readers wherein they did not use the Vocabulary Workbook. This may be due to the fact that they lack skills and knowledge in building vocabulary resulting to poor comprehension..

The results on the difference in the Mean Gain Scores in the Control Group and the Experimental Group are presented in Table 5. As shown in Table 5, the control group got a mean gain score of M=0.29 while the experimental group got a mean gain score of M= 0.70. The gain score is the difference between the post-test and the pre-test mean scores of groups after 36 days where the experimental group was given the Word Vocabulary Workbook (Atimonan, 2012) as an additional instructional material while the control group was not given the Workbook. Using t-test of independent samples the t-value obtained is is 2.983 and the p-value is .004. Since p<.05, then the difference in the mean gain scores of the two groups is **significant**.

Table 5. Difference in the Mean Gain Scores of Struggling Readers in the Control Group and the Experimental Group

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Gain Score</th>
<th>t-value</th>
<th>p-value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. control group</td>
<td>0.29</td>
<td>2.983</td>
<td>.004</td>
<td>Significant difference</td>
</tr>
<tr>
<td>2. experimental</td>
<td>0.70</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This means that there is an improvement in the comprehension level among the Grade 7 struggling readers in the experimental group using the Word
Vocabulary Workbook compared to the group which did not. The improvement in the comprehension level among the Grade 7 struggling readers in the experimental group supports the Rupley, Logan, Nicholas, (1999) findings that rich vocabulary students can quickly comprehend compared to those who are not. Children with broad vocabulary knowledge can better infer meanings of unfamiliar words in the texts that they read.

In addition, Anderson & Freebody, (1981) noted that “one can’t understand the text without knowing what most of the words mean. The proportion of difficult words in a text is the single most powerful predictor of text difficulty, and a reader’s general vocabulary knowledge is the single best predictor of how well” the reader can understand the text.

The results of the study clearly show that reading comprehension and vocabulary are inextricably linked. The ability to decode and pronounce words while important is the only effect when one knows the meaning of the passage. Students with comprehending less,

CONCLUSION

Based on the findings, the comprehension level of the Grade 7 struggling readers at the start of the study is generally fair. The comprehension level of the Grade 7 struggling readers in the experimental group significantly improved with the used of word vocabulary workbook as an additional supplementary instructional materials. The word vocabulary workbook have significant contribution in developing comprehension skills of struggling readers.

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Maranao Trading Practices
in General Santos City

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ABSTRACT

This study aimed to describe the trading practices of Maranaos and their implications to local business policy. Using Participatory Rural Appraisal Methods, the researchers noted that the business concepts are influenced by cultural traditions interwined with child rearing practices, Islamic faith, cooperativism and maratabat. These ideas affect business because Islam is viewed an a way of life. indigenous strategy to enhance customer buying experience. Formal and informal education help the Maranao children achieve their potential as future traders. The traders are flexible, always in the look out for new possibilities, while maintaining deep regard to Islamic beliefs and traditions.

The Maranao traders’ are open to the enhancement of their trading practices.

KEYWORDS

Social science, Maranao, Trading Practice, Culture, Indigenous Business Practice, Descriptive Method, Philippines
INTRODUCTION

The Maranaos are found in Lake Lanao in Mindanao, the Philippines (7°30' and 8°30' N and 124°00' and 125°00' E). They are the second largest minority group closed to 669,072 (2000 census). They live in Lanao del Sur and Norte, Cotabato, Zamboanga del Sur, and Bukidnon. Marawi (formerly Dansalan), is the capital of Lanao del Sur (Everyday, 2011).

They have managed to shield their indigenous culture from Western influences. They are closely knit possessing cooperative social systems based on filial relationships rooted in Islamic relationship (Ethnic, 2015). While being deeply rooted in culture, they are the most business minded among the Muslim ethnic groups engaged in selling and showcasing various products, goods or commodities. What makes these otherwise routinary business activities unique is the infusion of Maranao arts and culture in the daily trading activities.

Hayton (2002, Johansson, 2006) stressed the influence of culture in entrepreneurship and business activities. Culture manifests itself in learned behavior, as individuals grow up and gradually come to understand their culture. It is the underlying value framework that guides an individual's behavior. It is reflected in an individual's perceptions of observed events, in personal interactions and in the selection of appropriate responses in social situations.

It is within this context that traditions, cultural values, beliefs and practices distinguish the Maranao from all other Muslim ethnic groups. The Maranao trade, strategize and decide on their business based on filial and community bond- - often fueled by maratabat (family pride). Baradas noted that it is the central value and personality trait that imparts the tone in the day-to-day relationships between Maranao individuals.

Maranao trading has a long history. The historical records of the present-day Maranao are found in salsila or oral traditions detailing about the Kingdom of Bumbaran, the ancestors of the present-day Maranao. Legend has it that at the time of the arrival of the Muslim missionaries whose purpose is to preach Islam, the dwellers of Bumbaran refused to be converted. The whole kingdom sank and it is now what is known to be the Lake Lanao. According to the legend there were only four people who survived and they were believed to be the ancestors of the present-day Maranao. (CCP Encyclopedia of the Philippine Art Vol. II).

Today, several Maranao traders lived in small communities found in all major towns and cities in the country. As they are widely distributed all over the Philippines, they are generally involved in barter, trade and other businesses and entreprenuerial activities. Because of the Maranaos entrepreneurial spirit and
inherent creativeness these business activities and entrepreneurship become an important source of employment.

Although the Maranaos’ traditions, beliefs as well as practices in business, little have been known about them. How do Maranaos infuse their Islamic and cultural beliefs in their business practices? What are important lessons we gain from their trading practices? Gaining insights into Maranao trading practices is crucial in promoting local government policy that is Islamic and Maranao sensitive. A vibrant Maranao trading community will help boost the local economy. Moreover, under the context of the Bangsamoro Basic Law, a landmark Philippine law that will address the long running Moro insurgency, the research results can be the basis for crafting a national business strategy that will integrate the trading practices of minorities.

FRAMEWORK

The researchers used Theory U by Otto Scharmer as the approach for investigating this social phenomenon. The Theory proposes that the quality of the results that we create in any kind of social systems is a function of the quality of awareness, attention, or consciousness that the participants in the system operate from. Theory U and PRA could help unlock the external environment, the threats as well as the opportunities in the Maranao trading life.
To understand the complexity of these phenomena, the research went to the process of co-initiating, co-sensing, presensing, co-creating, and co-evolving to understand business concepts, business tradition, succession, cooperativism, culture, and Islamic practice, social, political and economic life. This process is important considering the closed culture of the Maranao where information is given based on trust.

**RESEARCH OBJECTIVE**

This study characterized the trading practices of the Maranaos in General Santos City in terms of their child rearing practices, Islamic relations, cooperativism, maratabat, and strategies in engaging business.

**RESEARCH DESIGN**

This study used qualitative research design. Using Rapid Rural Appraisal Approach, the study examined how Islamic and business concepts affect their business traditions and practices. The technique includes informal, rapid, exploratory study to establish an ‘understanding’ of local conditions, problems and characteristics. The researchers conducted in-depth interviews, transects, observations, and focus group discussions. The following variables were considered: business concepts, business tradition, succession, cooperativism, culture, and Islamic practice, social, political and economic life.

**RESEARCH SITE**

The research setting was in General Santos City involving the members of the Maranao Market Traders Association. The GenSan Central Public Market was chosen to be the place of the study because of its strategic location and concentration of Maranao Traders.

The researchers used ‘key informants’, those who have knowledge about the trade, the products and local conditions and problems. The qualitative data made by key informants provided a picture of the trading practices of this group. The respondents were seven Maranao traders, ages 19 years old to 47 years old. They are currently engaged in trading business at the GenSan Central Public Market. These traders were either single and married engaged in buying and selling of RTW’s, dry goods, and car accessories.
DATA COLLECTION

The study used Focus Group Discussion, Key Informant Interview as well as direct observations of the daily business activities of the Maranao traders at the General Santos City Public market within a period one month. Different traders were interviewed to represent a wide cross-section of interests in the business community. The traders were selected based on their typical business entity.

Data Collection Procedures. The following were done to collect data for the study.

Preparatory work. This stage included the selection of a multidisciplinary team, collection of secondary data, existing data, team discussion for developing preliminary hypotheses, and decision to use Focus Group Discussion and Key Informant Interview in data collection due to the busy schedule of the respondents. The researcher also asked prominent Maranaos to recommend businessmen to be included in the interview. The team included a Maranao scholar, an anthropologist, an evaluation specialist, and a business expert.

Relatively short field visits. This included a series of field visits, observations, in depth interviews at the the City Public market. After these interviews, the researchers and the members of the PRA team met for a Focus Group Discussion.

Team members discuss and analyze, aiming at reaching a consensus on what has been learned and what is still unclear. The writing took place immediately the following fieldwork as any delay may result in loss of valuable information and insight. The recorded interviews were collated and coded, The results were placed on ‘data sheets’ on which comments are recorded under the headings outlined earlier.

RESULTS AND DISCUSSION

The traders originated from Marawi City. Near the Geneal Santos public market is a mosque close to the trader’s stalls and stores. Most live in the nearby barangays, within walking distance to their stalls of dry goods, RTWs, and grocery items (mostly coming from Malaysia and Indonesia).
The interviews yielded the following important concepts:

**Child Rearing Practices.** Children at an early age are brought to the public market to learn the business trade. The child goes to the market before or after school, learning actual trading practices norms. This early exposure becomes part of his intrinsic characteristic governed by customs and tradition. In child rearing, the mother is responsible for the daughters and the father the sons.

**Islamic Practices.** Under the five pillars of Islam, a Muslim prays five times a day at pre-dawn (Fajr), midday (Dhuhr), afternoon (Asr), sunset (Maghrib), and night (Isha’a). This whole day devotion as observed by Madale (1997 p.99) shows that the Maranaos embrace “Islam as a way of life that transcends its religious nature.” Thus, before going to the market, they to pray. It is for this reason that Maranaos always seek to establish a mosque.

Where there are Maranao traders, there are also mosques. The mosques become venues not only for prayer but also for exploring business opportunities. This practice is also closely knitted to maratabat, as shall be shown later in this paper.

**Cooperativism.** Maranaos practice cooperativism. If a family member is in need of help, a Maranao will not hesitate to give assistance. Alonto observed that “communal assistance also involves lending *malong* (tube skirts), jewelry and other adornments, to a family member who is attending an important social gathering or travelling. A family member is expected to represent the clan and must always put the best foot forward. They lend business capital, tuition fees, assists in finding employment.. An ailing Maranao can expect fellow traders to contribute in the payment of medical bills. Solidarity among the Maranao community is concretely shown and expressed in their taking care of the community.

**Maratabat.** The Maranao *maratabat* (rank honor or status pride) is double edged. While it may be the reason for clan wars in Lanao, it also pushes a Maranao trader to improve his business. For example, if he sees a fellow Maranao trader getting rich, he thinks he can do the same. Driven by maratabat, a Maranao is obliged to help a family member to improve his economic situation. If a family member is economically hard up, a Maranao will do everything to help. The Maranao family treats other Maranaos like one family.

The whole community is like one Maranao family. A successful Maranao will pull another Maranao to be successful as well. On that account, Maranaos cooperativism and maratabat are interwined. Maranaos maratabat enables them
to raise family maratabat. Javier (1980) observes: “Often maratabat is translated as *amor propio*. But maratabat is more than this, for it serves as a driving force in the Maranao life, be it social, political, or economic and these are interwined in the everyday life of the people.”

**Maranao Business Strategies**

The table below summarizes the results of in-depth interviews and Focus Group Discussion on Maranao business strategies.

Table 1. Themes, Categories and Patterns of Maranao Business Strategies

<table>
<thead>
<tr>
<th>THEMES</th>
<th>CATEGORIES</th>
<th>PATTERNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items Price</td>
<td>Entreprenuer</td>
<td>Look Before You Leap</td>
</tr>
<tr>
<td></td>
<td>Strategist</td>
<td>Best of Both Worlds</td>
</tr>
<tr>
<td>Customer Relationship</td>
<td>Customer Friendly</td>
<td>Enterpriser</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speculator</td>
</tr>
<tr>
<td>Gained values of hardwork, patience</td>
<td>Passionate and</td>
<td>Plan to Overcome</td>
</tr>
<tr>
<td>and flexibility</td>
<td>Resilience</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Market Takes Some Risk</td>
</tr>
</tbody>
</table>

**The Maranao as Strategist.** The traders are “strategist”. They are goal oriented. They are determined to make their business succeed. They manipulate the price to gain customers, making minimal profits to gain bulk orders. They have an unwritten game plan to make their goals a reality.

Respondents said that they acquired trading knowledge through years of personal experience, overcoming many obstacles. They conduct feasibility studies in business, practiced frugality, and delaying gratification. A key informant said that he does not squander the profit he makes. He adds that every trader or businessperson can learn something through observation in other businesses. The common Maranao adage is “to have ears as big as basins”. It simply means being aware of the market opportunities.

Respondents said they believed in “look before you leap”. They value prudence, always discerning and perceptive in the trading business. They do not make hasty decisions, taking the time to see all angles before making decisions. They take a closer look in their current state, observe other business’ strengths for
adoption. They take time before proceeding to make the decisions.

Observing other businesses, incorporating their strengths, while developing their own identity are common Maranao strategies. Their ability to innovate, recreate, or revise existing products to suit their customers is uncanny. Modified cellphones, DVDs, and bags are common fares in the Maranao store.

They are also very versatile in adapting to the different circumstances. They live in uncertainties, overcoming obstacles over the years through persistence, patience and perseverance. Like any other entrepreneur, they have quietly increased their business activities as shown by many Maranao stores in the public market.

**The Maranao as Customer Friendly.** Customer relations is very important. They invite, encourage and motivate customers to buy. They would go the extra mile to meet the needs and wants of the customers. Respondents emphasized hardwork, patience and flexibility in customer relations. “Enterpriser” and “speculator” are the names used in customer relations. “Enterprisers” readily accommodate and entertain without delay. “Speculators” are quick to determine the needs of customers, and go the extra mile to find what they want.

**The Maranao Pricing Strategy.** Maranaos business strategy is hinged on pricing. A respondent considers quality and price as inseparable. Maranaos look for the cheapest suppliers of their products, scout for existing mall prices, and peg their prices rock bottom to ensure price competitiveness. Naturally, customers would rather buy at the public market than the malls. Even with small profits, they could still put aside money to purchase stocks when needed.

**The Maranao as Passionate and Resilient Strategist.** Hardwork, patience, market risk and overcoming them were repeatedly mentioned. Because Maranaos take the time to plan, they are not easily caught off guard with uncontrollable situations. Respondents said they do not only rely on encouraging customers to buy their products but influence the prices to give.

**Implication to Local Business Policy**

**Maranao strategies in engaging business.** This study showed that Maranao traders (a) reduced (discounted) pricing to their products and goods that is competitive with other shops; (b) calculated price points for goods and products; (c) business base on trust (no formal contract needed in a business transaction). These strategies were influenced by several factors that give room for growth in business. Simple lifestyle, frugality, alertness for opportunities, industrious, perseverant and delaying self gratification make them highly competitive.
The Maranao traders practices implies that their effectiveness as Maranao traders lies in (a) their experience in the trading business (b) their exposure to the business environment (c) their training both formal and informal (d) their traditional values of industry, perseverance, Islamic faith and communal assistance and (e) their goals.

Extent that these practices promote succession among children in Maranao business. The Maranao trading practices promote succession among children in the Maranao business in a way that the Maranao traders have begun to open their minds through involving the children in business at an early age. Business orientation provides the future successors an understanding of the necessary responsibility and strategic direction of the business in the coming years.

Maranao Concepts Affecting Business Practice

Items Price. The respondents revealed that pricing was the key to their success. They give lower prices to convince customers to patronize their goods.

Customer Relationship. Respondents put premium to customer relations to maintain loyal buyers (they call “suki”). The suki system could serve as form of long term relationship of discounts, premium deals, and referrals. The Maranaos are zealous in protecting this relationship in their business dealings.

Hardwork, patience, and flexibility. Hardwork, patience and flexibility proved to be helpful in their trading business. Respondents stated that they learned the ropes of trading through time and experience. They endure the slow grow concept in trading business preferring to survive in difficult times. Most had past trading experiences and continued to do so with tenacity.

It is evident that with these practices, the local government must seek to provide support to the business initiatives of this group, giving importance to the participation of youth in the business development in close coordination with Muslim religious leaders.

CONCLUSION

Maranao trading practices existed for centuries, evolving and adapting to different changes over time. The business concepts are influenced by cultural traditions intertwined with child rearing practices, Islamic faith, cooperativism and maratabat. These concepts affect business because Islam is viewed as a way of life. Indigenous strategy to enhance customer buying experience. Formal and informal education help the Maranao children achieve their potential as future
The traders are flexible, always in the look out for new possibilities, while maintaining deep regard to Islamic beliefs and traditions.

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Teachers’ Instructional Competencies and School Effectiveness among Urban and Rural National High Schools in General Santos City

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ABSTRACT

This paper discusses the levels of Teacher’s Instructional Competencies and School Effectiveness among selected urban and rural national high schools in General Santos City as well as its significant difference and relationship. A total of 4 school principals and 40 students from Dadiangas North National High School, Irineo L. Santiago National High School of Metro Dadiangas, Johnny Ang National High School and Tinagacan National High School. Data analysis revealed that teachers both in urban and rural national high schools are often competent and effective hence, they do not significantly differ on their instructional competencies and level of the school of effectiveness.

KEYWORDS

Instructional Competency, School Effectiveness, Urban National High Schools, Rural National High Schools

INTRODUCTION

One issue with which the Department of Education has struggled over the years concerns the granularity of competency and performance statements. When stated generally, competency and performance statements sound quite
reasonable, but they may lack the specificity required for hiring decisions, professional development policies, curricula and course plans, or certification exams.

According to Fish (1995), competency development involves identifying the knowledge, skills, attitudes, capabilities, and tasks associated with a particular job role such as an instructional designer. Once a job role is defined, current practices and existing standards are identified to facilitate competency development. Furthermore, the ethics and values commonly used to evaluate job-related behaviors must also be determined.

**FRAMEWORK**

The framework consists of various concepts and assumptions. It assumes that the school effectiveness such as learning environment, curriculum development and implementation, material resource management, planning, assessing and reporting, and community involvement and linkage is directly affected by the teacher’s instructional competencies like instructional skills, motivational skills, methods /strategies utilization skills, and evaluation utilization skills. It also assumes that school effectiveness and teacher’s instructional competencies are influenced by the type of school – urban and rural.
RESEARCH OBJECTIVES

The research objectives of the study are the following: 1) To determine the teachers’ instructional competencies and school effectiveness among urban and rural national high schools in General Santos City by answering the following questions:

1. What is the level of school effectiveness between urban and rural national high schools in General Santos City in terms of the following:
   a. Teaching and Learning Environment;
   b. Curriculum Development and Implementation;
   c. Planning, Assessing and Reporting
   d. Material Resource Management; and
   e. Community Involvement and Linkages?

2. What is the level of teachers’ instructional competencies between urban and rural national high schools in General Santos City in terms of the following:
   a. Instructional skills;
   b. Motivational skills;
   c. Methods/Strategies Utilization skills; and
   d. Evaluation Utilization skills?

3. Is there a significant difference in the instructional competencies of teachers’ teaching in urban and rural national high schools?

4. Is there a significant difference in school effectiveness among Urban and Rural National High Schools?

5. Is there a significant relationship between teachers’ instructional competencies and school effectiveness among urban and rural national high schools?

RESEARCH DESIGN

The study used the descriptive – correlative method of research to answer the objectives. The study likewise tested whether a significant difference existed between the level of teachers’ instructional competencies among urban and rural national high schools; and school effectiveness among these schools. Furthermore, it also determined the significant relationship between the teachers’ instructional competencies and school effectiveness.
The study was conducted in two urban national high schools in General Santos City, namely, Irineo L. Santiago National High School of Metro Dadiangas and Dadiangas North National High School, and two rural national high schools in the city, namely, Tinagacan National High School and Johnny Ang National High School. There were Four (4) principals and randomly chosen Forty (40) teachers. The study utilized two major survey questionnaires which were adopted and modified from the study of Mission (2010) to answer the teachers’ instructional competencies and Siddiqui (2010) to answer the school effectiveness. Before the actual conduct of the study, a letter was sent to the Schools Division Superintendent to ask permission to conduct the study in the four identified urban and rural national high schools in General Santos City. The questionnaires were personally administered by the researcher. The questionnaires were retrieved afterwards. The data collected were tabulated, analyzed and interpreted using Mean to determine the level of school effectiveness as well as teachers’ instructional competencies, Pearson r to determine the significant relationship between teachers’ instructional competencies and school effectiveness and t – test for independent samples to determine the significant difference in teaching competencies and school effectiveness among the involved urban and rural national high schools in General Santos City.

RESULTS AND DISCUSSIONS

As seen in Table 3, the respondents highly rated the learning environment (M = 4.43). Specifically, respect always enforce policies, rules and procedures that are clear, fair and just (M= 4.70), provide learning environment where courtesy and respect exists among different learners regardless of culture, tribe and religious affiliations (M= 4.64), encourage free expression of ideas (M= 4.64), maintain safe, clean and orderly classrooms, and surroundings (M= 4.55), and often appropriate physical facilities (e.g. classrooms, school grounds, library, laboratory, cafeteria and covered courts) are often available to enrich teaching – learning activities (M= 3.64).

<table>
<thead>
<tr>
<th>Level of School Effectiveness</th>
<th>Mean</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Learning Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The school enforces policies, rules and procedures that are clear, fair and just</td>
<td>4.70</td>
<td>Always</td>
</tr>
</tbody>
</table>
2. The school provides learning environment where courtesy and respect exists among different learners regardless of tribe, culture, and religious affiliations | 4.64 | Always
---|---|---
3. Free expression of ideas is encouraged in school | 4.64 | Always
4. The school maintains safe, clean, and orderly classrooms and surroundings that are free from any distractions | 4.55 | Always
5. Appropriate physical facilities (classrooms, school grounds, library, laboratory, cafeteria and covered courts) are available to enrich teaching – learning activities | 3.64 | Often

**Mean** | 4.43 | Often

### B. Curriculum Development and Implementation

1. The school adapts the Basic Education Curriculum for the K-12 Program | 4.77 | Always
2. The curriculum is based on the needs, purposes, interests, and abilities of individual learner | 4.50 | Always
3. The goals of the curriculum are used by teachers and students in choosing content, materials and activities for learning | 4.48 | Often
4. The school demonstrates the desired capability and know how to implement the K-12 Program | 4.39 | Often
5. The curriculum compliments and cooperates with other programs of the community | 4.09 | Often

**Mean** | 4.44 | Often

### C. Material Resource Management

1. School conducts accurate inventory of school properties and material resources | 4.41 | Often
2. School implements regular inspection and audit of general conditions of all properties, tools, instruments and supplies in terms of safety, deterioration, decay, dilapidation, and destruction as the case maybe | 4.25 | Often
3. School establishes standard operating procedures in the use of school facilities | 4.20 | Often
4. School initiates fund raising activities to augment its financial resources | 3.50 | Often

**Mean** | 4.13 | Often

### D. Planning, Assessing and Reporting

1. School keeps accurate records of grades and performance level of students | 4.84 | Always
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. School conducts regular meetings with students and parents to report student’s progress</td>
<td>4.68</td>
<td>Always</td>
</tr>
<tr>
<td>3. School involves parents and community in the formulation and promotion of its vision, mission, and goals through school-community projects</td>
<td>4.64</td>
<td>Always</td>
</tr>
<tr>
<td>4. School implements its instructional plans</td>
<td>4.64</td>
<td>Always</td>
</tr>
<tr>
<td>5. School plans and controls the funding resources allocated for its operations</td>
<td>4.64</td>
<td>Always</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>4.68</strong></td>
<td><strong>Always</strong></td>
</tr>
</tbody>
</table>

**E. Community Involvement and Linkages**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School provides feedback to parents about their children’s progress and achievements</td>
<td>4.84</td>
<td>Always</td>
</tr>
<tr>
<td>2. School establishes harmonious relationship and partnership among parents, PTA and the community as a whole</td>
<td>4.81</td>
<td>Always</td>
</tr>
<tr>
<td>3. School mobilizes parents and community leaders to participate in school events, activities and programs</td>
<td>4.75</td>
<td>Always</td>
</tr>
<tr>
<td>4. School enlist parents involvement in programs to improve student’s academic performance</td>
<td>4.72</td>
<td>Always</td>
</tr>
<tr>
<td>5. School fosters clear linkages with NGO’s, GO’s and other civic organizations to promote and gain support for programs and projects initiated</td>
<td>4.68</td>
<td>Always</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>4.76</strong></td>
<td><strong>Always</strong></td>
</tr>
</tbody>
</table>

**Legend:**

- 4.50 – 5.00 Always
- 3.50 – 4.49 Often
- 2.50 – 3.49 Sometimes
- 1.50 – 2.49 Seldom
- 1.00 – 1.49 Never

The schools involved always adapt the Basic Education Curriculum for the K-12 Program (M= 4.77). The curriculum used by teachers is based on the needs, purposes, interests, and abilities of the individual learner (M= 4.50). On the other hand, they said that the goals of the curriculum are often used by teachers and students in choosing content, materials and activities for learning (M= 4.48), demonstrates the desired capability and know how to implement the K-12 Program (M= 4.39) as well as the curriculum often compliments and cooperates with other programs of the community (M= 4.09),

The schools are also often effective in conducting inventory of school properties and material resource (M=4.41), conducts construction, repair, rehabilitate or
replace dilapidated facilities (M = 4.32), implements regular inspection and audit of general conditions of all properties, tools, instruments and supplies in terms of safety, deterioration, decay, dilapidation, and destruction as the case maybe (M = 4.25), school establishes standard operating procedures in the use of school facilities (M = 4.20) and school initiates fund raising activities to augment its financial resources (M = 3.50) and school.

The school’s effectiveness rated high on planning, assessing, and reporting (M = 4.68). The school always keeps accurate records of grades and performance level of students (M = 4.84), conducts regular meetings with students and parents to report student’s progress (M = 4.68), involves parents and community in the formulation and promotion of its vision, mission, and goals through school-community projects (M = 4.64), implements its instructional plans (M = 4.64), and plans and controls the funding resources allocated for its operations (M = 4.64).

Likewise, the respondents highly rated community involvement and linkages. Specifically, the school always provides feedback to parents about their children’s progress and achievements (M = 4.84), establishes harmonious relationship and partnership among parents, PTA and the community as a whole (M = 4.81), mobilizes parents and community leaders to participate in school events, activities and programs (M = 4.75), enlist parents involvement in programs to improve student’s academic performance (M = 4.72) and fosters clear linkages with NGO’s, GO’s and other civic organizations to promote and gain support for programs and projects initiated (M = 4.68).

To summarize, the schools are often effective on its learning environment, curriculum development and implementation, and managing materials resources, and are also always effective in planning, assessing, and reporting, and in community involvement and linkages.

Table 4. Teachers Instructional Competencies in Urban and Rural National High Schools

<table>
<thead>
<tr>
<th>Level of Teachers Instructional Competencies</th>
<th>Mean</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Maintains discipline in the classroom</td>
<td>4.70</td>
<td>Always</td>
</tr>
<tr>
<td>2. Utilizes different techniques in questioning to motivate students to interact</td>
<td>4.50</td>
<td>Always</td>
</tr>
<tr>
<td>3. States the objectives of the lessons clearly</td>
<td>4.45</td>
<td>Always</td>
</tr>
<tr>
<td>4. Chooses the course contents properly</td>
<td>4.43</td>
<td>Often</td>
</tr>
</tbody>
</table>
5. Uses contemporary knowledge, new concepts, trends and approaches in teaching. & 4.30 & Often  

**Mean** & 4.47 & Often  

### B. Motivational Skills

| 1. Recognizes and appreciates students correct answers | 4.82 | Always  
| 2. Guides and leads students to get the correct answer to the question | 4.52 | Always  
| 3. Encourages students to inquire further and clarify concepts not understood | 4.30 | Often  
| 4. Uses tact and consideration in explaining difficult part of a lesson to enable students to understand | 4.27 | Often  
| 5. Uses pictures and objects or any related events to arouse students interest and attention | 4.02 | Often  

**Mean** & 4.38 | Often  

### C. Methods/ Strategies Utilization Skills

| 1. Utilizes cooperative learning technique to enable students to work together cooperatively | 4.34 | Often  
| 2. Applies teaching methods which stimulate students imagination, artistic, creative and manipulative skill | 4.18 | Often  
| 3. Utilizes teaching methods and strategies that complement the learning styles of students | 4.14 | Often  
| 4. Uses varied teaching methods and strategies appropriate for the objective set | 4.02 | Often  
| 5. Utilizes teaching methods which address individual differences among students | 3.95 | Often  

**Mean** & 4.12 | Often  

### D. Evaluation Utilization Skills

| 1. Keeps a complete records of students tests scores and grades | 4.68 | Always  
| 2. Provides student’s with their test results to inform them of their academic performance | 4.59 | Always  
| 3. Prepares formative tests to measure students’ knowledge and skills in subject taught | 4.43 | Often  
| 4. Uses test results in the analysis of student’s performance to improve instruction | 4.39 | Often  
| 5. Uses different evaluation tools in teaching | 4.16 | Often  

**Mean** & 4.45 | Often
As evaluated by principals and teachers in urban and rural national high schools, teachers always maintain discipline in the classroom (M = 4.70), and utilize different techniques in questioning to motivate students to interact (M = 4.50). Moreover, they added that they often state the objectives of the lessons clearly (M = 4.45), chooses course contents properly (M = 4.43) and uses contemporary knowledge, new concepts, trends and approaches in teaching (M = 4.30).

Teachers always recognize and appreciate students correct answers (M = 4.82) and guide and lead the students to get the correct answer to the question (M = 4.52). Moreover, they added that they often encourage students to inquire further and clarify concepts not understood (M = 4.30), uses tact and consideration in explaining difficult part of a lesson to enable students to understand (M = 4.27) and uses pictures and objects or any related events to arouse students interest and attention (M = 4.02).

Likewise, teachers often utilizes cooperative learning technique to enable students to work together cooperatively (M = 4.34), applies teaching methods which stimulates students imagination, artistic, creative and manipulative skills (M = 4.18), utilizes teaching methods and strategies that complements the learning styles of students (M = 4.14), uses varied teaching methods and strategies appropriate for the objective set (M = 4.02) and utilizes teaching methods which address individual differences among students (M = 3.95).

Lastly, teachers always keep complete records of students tests scores and grades (M = 4.68) and provides students with their test results to inform them of their academic performance (M = 4.59). On the other hand, they added that they often prepare formative tests to measure students’ knowledge and skills in subject taught (M = 4.43), uses test results in the analysis of student’s performance to improve instruction (M = 4.39), and uses different evaluation tools in teaching (M = 4.16).

In general, the results showed that teachers are often competent on their instructions particularly on instructional skills, motivational skills, methods/strategies utilization skills and evaluation utilization skills.
Teachers from rural and urban national high schools do not differ on their instructional competencies. This is shown by the $t$ – value of 0.101 and $\alpha$ – value 0.920. Since $\alpha > .05$, then the difference is not significant.

This means that teachers from rural and urban schools have similar levels of instructional competencies in terms of instructional skills, motivational skills, methods / strategies utilization skills, and evaluation utilization skills. This is numerically shown by their mean ratings of 4.47 and 4.48, respectively, which are very close in values with one another.

This result, therefore, leads to the acceptance of the null hypothesis that there is no significant difference in the instructional competencies between rural and urban national high schools.

Table 6. Difference in School Effectiveness between Rural and Urban National High Schools

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>$t$ - value</th>
<th>$\alpha$</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>4.48</td>
<td>.80</td>
<td>0.421</td>
<td>No significant difference</td>
</tr>
<tr>
<td>Urban</td>
<td>4.38</td>
<td>0.421</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
difference in the school effectiveness of rural and urban national high schools used in the study. This implies that the high schools involved in the study give strong emphasis on the implementation of school-based management practices in these schools, whether rural or urban; that school principals and teachers consistently work together to ensure the carry-over of effective environment for students, proper management of material resources of the school, and conduct institutional planning, assessing, and reporting activities and community involvement and partnership.

Table 7. Relationship between Teachers Instructional Competencies and School’s Effectiveness

<table>
<thead>
<tr>
<th>Teachers Instructional Competencies</th>
<th>School’s Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Correlation Coefficient (r)</td>
</tr>
<tr>
<td>Instructional Skills</td>
<td>.322</td>
</tr>
<tr>
<td>Motivational Skills</td>
<td>.017</td>
</tr>
<tr>
<td>Methods/ Strategies Utilization Skills</td>
<td>.416</td>
</tr>
<tr>
<td>Evaluation Utilization Skills</td>
<td>.129</td>
</tr>
</tbody>
</table>

The results of the correlation indicate that among the four instructional competencies between urban and rural national high schools, only two show a significant relationship to school effectiveness. These are instructional skills (r = .355 for urban and .372 for rural, α = .035) and methods / strategies utilization skills (r = .376 for urban and .0291 for rural, α = .018 for urban and .021 for rural). Their relationships are significant since their α = values are less than .05 (α < .05). 

According to Westera (2001), there are conceptual dimensions of teacher quality that determines teacher’s work and competence, performance and effectiveness.

This study was also supported by the work of Schulman (1986) which reported that quality of teaching depends on the professional competence of the teacher, which includes subject matter knowledge, pedagogical content knowledge, knowledge of teaching and learning, curricular knowledge, teaching experience, and certification status. His findings indicate a consistent and significant positive relationship between the proportion of well-qualified teachers and student achievement on the National Assessment of Educational Progress (NAEP) in reading and mathematics assessment. Teacher effectiveness depends on how well
a teacher performs in the classroom, and this is dependent on how competent
the teacher is. It can be assumed safely that the quality of teachers determines
immensely the effectiveness of the school.

CONCLUSIONS

In the light of the findings, the following conclusions were drawn:

1. Urban schools are often effective on its learning environment, curriculum
development and implementation, and managing materials resources,
and are also always effective in planning, assessing, and reporting, and in
community involvement and linkages; and Rural schools are often effective
on the learning environment and managing materials resources, and are
also always effective in curriculum development and implementation, in
planning, assessing, and reporting, and in community involvement and
linkages.

2. The teachers in the Urban National High Schools are often competent
on their instructions particularly on instructional skills, motivational
skills, methods/strategies utilization skills and always competent on
evaluation utilization skills; and teachers in the Rural National High
Schools are likewise often competent on their instructions particularly on
instructional skills, motivational skills, methods/strategies utilization and
evaluation utilization skills.

3. Teachers from urban and rural national high schools do not significantly
differ on their instructional competencies.

4. Urban and rural high schools do not significantly differ on their level of
effectiveness.

5. Schools become more effective when the teachers are competent in
instructional skills and in teaching methods/strategies utilization skills.

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Beneficiaries’ Awareness and the Status of Implementation of Polomolok Water District Watershed Rehabilitation Project at Mt. Matutum Protected Landscape

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nicespesor@yahoo.com.ph

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General Santos City, Philippines

ABSTRACT

This study describes the awareness of the beneficiaries in zoning, livelihood and reforestation program in Mount Matutum, Polomolok, South Cotabato, Philippines. Employing participatory rural appraisal techniques, the researcher conducted focus group discussions and ocular inspection of the project. The researcher found out that beneficiaries, regardless of education and tribe, have a high level of awareness in zoning, watershed rehabilitation and livelihood programs. Even so, the short project life and financial difficulties of beneficiaries hinder the sustainability of the project.

KEYWORDS

Ecology, Watershed, Awareness, beneficiaries, zoning, livelihood, reforestation, Groundwater, Philippines, Asia
INTRODUCTION

The National Integrated Protected Areas System (NIPAS) Act declared Mt. Matutum in Polomolok, South Cotabato, Philippines as a protected landscape. The mountain that is approximately 2,000 hectares serves 30% of the groundwater requirements of the provinces of South Cotabato, Sarangani, and General Santos City (Hadjinasser, 2012). Groundwater flows beneath the soil, filling the openings and pore spaces in soil and rock layers. It is influenced by natural conditions and human activities. The challenge lies on its quality and quantity. In the case of Mt. Matutum, massive deforestation activities and conversion of forest area into agricultural use threaten water supply.

Presidential Decree No. 198 otherwise known as the “Provincial Water Utilities Act of 1973” mandates the local water districts to protect its groundwater source. Hence, the District launched the Mt. Matutum Protected Landscape Watershed Rehabilitation Project (PWD-MMPLWRP). In 2007, the District actively pursued protection of the watershed. Its seven pumping stations in Barangays Sulit, Pagalungan, Poblacion, Cannery, and Polo mainly depend on the state of the mountain’s watershed. The project sought the reforestation and protection of all life forms in the Mt. Matutum Protected Landscape area (Polomolok Water District Report, 2013).

Despite the initial achievements of the project, there are doubts about its sustainability. Its financial sources and institutional management arrangements are only for a limited period. Moreover, there are issues on the levels of commitment of the beneficiaries in continuing the protection activities.

The purpose of this study is to evaluate the implementation of the project identifying the factors that affect its success and failure. Furthermore, it will examine the effects of the project to the attitude of the beneficiaries. Issues and concerns in the implementation will be identified.

FRAMEWORK

Watershed management is the integrated use of land, vegetation and water in a geographically discrete drainage area for the benefit of its residents. It protects the hydrologic services that the watershed provides (Darghouth, Ward, Gambarelli, Styger, & Roux, 2008). The country’s watersheds and aquifers, if fully functional, could supply 146 billion cubic meters (BCM) of water annually for domestic, industrial and agricultural uses. Total water availability is estimated at 126 BCM per year from surface water such as rivers or streams, and an estimated 20
BCM per year groundwater potential (National Water Resource Board, 1998). Although water is still abundant in certain areas, the country faces the threat of emerging water scarcity (DENR, 2011).

The government has launched watershed rehabilitation programs using participatory techniques. Several studies have shown participatory approaches as effective means of mobilizing communities. They are effective in transferring outputs to research stations through the extension service to farmers. Bonnal (2005) noted that participatory techniques can work together with strong measures to improve information sharing, strengthen the capabilities of people at all levels and organize rural areas (Darghouth, et al., 2008).

Ali Dadashe and Ali Sharifi (2011) further observed that the relationship of awareness and success of implementing biodiversity project is important. They observed that the rate of success on biological projects of the watershed had close relationship with education and information sharing. In Kenya, one of the constraints to the restoration of the Mau Forest Complex is the limited and conflicting information provided to local communities. The community did not share similar intentions with the implementing organization (Interim Coordinating Secretariat of Kenya, 2009).

Ozevren and Tekin (2014) likewise observed that land-watershed rehabilitation works in the developing countries are mostly concentrated on livelihood neglecting participation of local people and other related stakeholders. Mostly, rural people are very poor and dependent on natural resources in these developing countries. This observation is further noted in Sao Bernardo do Campo Watershed in Brazil (Kawashimav, 2002) where rehabilitation was realized by joint action of the various agencies and stakeholders. Habtamu (2011) noted that politicians, government officials and community awareness on watershed concepts as essential to ensure supports in the project and other development activities. The locals need know their rights (Heyd & Neef, 2004).

Economic empowerment is also important. For instance, Murat Watershed Rehabilitation Project was implemented by the participatory planning process; enforced by the rehabilitation and stabilization of land, water and vegetation; and interlinking with improved and more sustainable agricultural production. The benefits derived rehabilitation of natural resources encouraged communities to engage in a more profitable and sustainable agricultural production that improved their livelihood (Interim Coordinating Secretariat, 2011).

In the Philippines, the watershed project offers mixed results. For instance, the watershed program of Davao City Water District (DCWD) covers 539 hectares of partly denuded land. Initial challenges include lack of funds and acceptance
from the people. (Global Partnership Water, 2012). To address this, DCWD combined watershed rehabilitation/ reforestation with people’s participation, collaboration, information, education, and communication. (Global Partnership Water, 2012). Based on the experience of the program, short-term financing for the project can be acquired through grant and partnership, with some initial, small annual funding support provided by DCWD. After five years of supporting the project, the Davao City Water District (DCWD) launched the Adopt-a-Site Project to generate additional funds to sustain the efforts. They organized community-based organizations in the watershed area which enhanced the concern of the community for watershed protection and facilitated capacity building activities. The Adopt-a-Site project built a strong partnership between Davao City Water District (DCWD) and the other sectors in society. It created a sense of ownership and responsibility for the watershed. Information campaign on environmental protection and watershed management was emphasized essential to gain awareness and support from the public on the watershed management activities. The program demonstrates how a local community can be formally organized to participate in the protection of a watershed area and how the short and long-term financing for the program can be arranged (Global Partnership Water, 2012).

Magat Watershed (Elazegui and Combalicer, 2004) depended on the intellectual capital of those involved in the implementation of watershed programs. Managing people first, by dealing with their interests about the use of watershed resources was premised in managing the watershed. Moreover, the competence and motivation of the actors involved to protect watershed resources is very important. Decentralization provided a venue for the participants such as the non-government organizations, local communities, indigenous peoples, and other related projects to come together for a common purpose, which is survival. The uncertainty of funds, the lack of local capacity and management structures and insecure property rights of the different cultural groups are among the causes of conflicts in the implementation of the said plan (Rola, Sumbalan & Suminguit, 2004).

In Iloilo City, rehabilitation efforts included building capacity to undertake cooperative endeavors, harnessing inter-personal relationship among the members, and provision of managerial and technical skills to undertake reforestation activities and management of the field-level activities. The results are the formation of several people’s organizations in the various upland communities surrounding the Maasin watershed and their coalition (Francisco & Rola, 2004). The Balian Watershed Management showed that urban areas
rely on upland sources for their water supply can be mobilized to provide ecological services. Collected fees from water users can be used to finance the activities. The fund was used not only in the management of the water system but also watershed protection and rehabilitation activities (Contreras, 2004).

Based on the above premises, the researcher investigated the various variables in the program (see Figure 1). The independent variables are the beneficiaries awareness of Polomolok Water District – Mount Matutum Protected Landscape Watershed Rehabilitation Project of the protected zone/zoning, livelihood programs, and watershed reforestation and the dependent variables are the status of implementation Project;

This study assessed the awareness and the status of implementation of Polomolok Water District – Mount Matutum Protected Landscape Watershed Rehabilitation Project. It will examine the relationship between the awareness and the status of implementation of the protected zone/zoning, livelihood programs, and watershed reforestation. Lastly, the problems encountered in the implementation of the project will also be identified.

The variables of interest in this study are the levels of awareness of the community beneficiaries and status of implementation in protected zone/zoning, livelihood programs, and watershed reforestation.

**OBJECTIVES OF THE STUDY**

The study evaluated the implementation of the Polomolok Water District – Mount Matutum Protected Landscape Watershed Rehabilitation Project. Specifically, it answered the following objectives: 1) To determine the level of awareness of the community beneficiaries Polomolok Water District – Mount Matutum Protected Landscape Watershed Rehabilitation Project in terms of protected zone/zoning; livelihood programs; and watershed reforestation; 2) To
determine the status of implementation of the Project) To relate awareness and status of i Rehabilitation Project across tribe and educational attainment, and 4) To draw out problems encountered in the implementation of the Project.

**RESEARCH DESIGN**

This study is a combination of qualitative and secondary data review. Focus group discussions (FGDs) were held among the family beneficiaries and the project implementers to determine their level of awareness and the status of implementation of the project. To deepen the understanding of the problems encountered in the project, a key informant interview (KII) was also conducted to the General Manager of the Polomolok Water District, the Chairman of the Environment Committee and a leader of the family beneficiaries. They have a deeper and more detailed knowledge of the project.

![Research Design Diagram]
RESEARCH SITE

The research local of the study was the municipality of Polomolok, Province of South Cotabato. Polomolok is situated in the South Western part of the island of Mindanao. It lies in the Southern portion of the province of South Cotabato which is 18 kilometers up North from General Santos City, 17 kilometers down South from Tupi, with Malungon at its Eastern boundaries and T’boli at its Western frontiers. It has an elevation of 300 meters above sea level. It lies between latitudes 5°58’ and 6°20’ North and between longitudes 125°1’ and 125°17’ East. It is a first class municipality and the center of the operations of the multinational companies such as DOLE Philippines. Specifically, the study was conducted in Barangay Palkan and Barangay Kinilis where the PolWD-MMPL was implemented. Barangay Palkan covers an area of 11.20 hectares while Barangay Kinilis is 37.8 hectares which are under PolWD-MMPL.

Map of South Cotabato showing the Municipality of Polomolok
RESPONDENTS OF THE STUDY

There were three groups of respondents in the study. The first group was the beneficiaries in Barangays Palkan and Kinilis. The family beneficiaries were the main participants of the program. They were involved in the propagation of seedlings, planting, and maintenance of trees. They are the direct recipients of the livelihood programs, training and development activities. The second group was the program implementers. They were the employees of the Polomolok Water District, who facilitated the implementation of the project. They have actual knowledge and understanding of the problems. The last groups was composed of the Chairman of the Environment Committee and the Department Head of the Municipal Environmental Office of Polomolok who provided information on environmental planning and policymaking.
INSTRUMENTATION

This study used Participatory Rural Appraisal Technique (PRA). According to Chambers (1994), PRA allowed the researcher to learn together with villagers about the community. The aim of PRA is to help strengthen the capacity of villagers to plan, make decisions, and to take action towards improving their own situation (Chambers, 1994). Specifically, the study used wealth and well-being Rankings, Venn diagrams, participatory mapping and modeling, transect walks and local histories.

RESULTS AND DISCUSSION

The beneficiaries manifested high level of awareness in zoning. They identified strict protected zones and multi-used zones to ensure the protection of the planted trees. They were also aware Watershed Rehabilitation Program livelihood programs.

During the program implementation, beneficiaries earn during land preparations, seedling propagations and maintenance activities. In land preparation, they were paid two hundred seventy pesos (PhP 270) pesos per day to prepare the planting areas. The activities under land preparation include brushing, digging holes and sticking. It usually lasted for three weeks. A beneficiary received an average of four thousand fifty pesos (PhP 4,050) for this. In seedling propagation, the Polomolok Water District provides planting bags. The seedlings were propagated in the nursery house built by the beneficiaries in the watershed areas. The seedlings were bought from the beneficiaries at two pesos and fifty centavos (2.50) per seedling. In maintaining the plants, they were paid seven pesos per tree. Two pesos is paid for strip brushing, two pesos for ring weeding and cultivation, two pesos for fertilization and one peso for replacement. The beneficiaries were paid for the maintenance quarterly. The payment of maintenance would last only for two years after a beneficiary graduated in the program.

Furthermore, their awareness of the livelihood activities motivated them to cooperate in propagating seedlings, maintaining and protecting the trees. The watershed area is not only their home but of also of the animals and birds that served as their food. It is where they secure their main source of living. The trees prevent landslides and flash floods to their farms. The project improves their forest cover bringing back the waters in the tributaries which where used to
secure potable water. Furthermore, they also believe that by planting trees, they can help protect the people in the lowlands from flood and soil erosion.

Even so, the main problem encountered by Water District is the maintenance of trees. Under the program, the beneficiaries are paid seven pesos per tree as maintenance fee for two years. They weed every two weeks, receiving payment quarterly. During these periods, trees are well cared because payment is based on survival. They also replant the mortalities. While waiting for the harvest of their crops, the payment they received from the project served as one of the sources of their incomes.

However, after two years, they graduated from the program. By that time, trees have already grown by an average of three to five inches. There is no assurance of survival. Beneficiaries no longer received any financial assistance from the project. Consequently, trees are not weeded.

Another problem brought out by the beneficiaries is the presence of a plant called “buyo-buyo”. This plant easily spreads in the watershed areas. Its roots sip the water that leaves the young trees dry. They considered it as detrimental to the survival of the planted trees. Beneficiaries alleged that this species was introduced by the Department of Environment and Natural Resources (DENR) to increase the vegetations. However, it is now evident for the beneficiaries that it has an adverse effect to the program.

The beneficiaries are forced to look for other sources of income to provide the needs of the family. Most served as laborers in other farms while others worked in the nearby cooperatives where they earn PhP150-200 pesos per day. While they are also concerned to the trees, they do not have a choice but to look for a living to survive. One of the suggestions was extended the period of maintenance to ensure the growth of the planted trees.

Be that as it may, the Polomolok Water District admitted its limitations in sustaining the project. It has insufficient funds. The livelihood program could only be financed for two years with an annual target of ten (10) hectares. From 2008 to 2013, the agency has spent Php 1,979,392.68 for the program. This budget hinders the agency from satisfying the needs of the beneficiaries considering that they must also expand and undertake other activities with the new beneficiaries.

Moreover, coordination with the Department of Environment and Natural Resources is problematic. Delineation of the watershed areas is difficult. Without it they cannot expand. It delays the expansion of the areas covered by the project. Furthermore, the agency is wary that the planted trees will not be cut in the future. Although the protection of the planted trees was already incorporated in a memorandum of agreement signed by the beneficiaries, it is threatened by
the lack of sustainable livelihood of the beneficiaries.

Key informants of the District earlier suggested the following: First, is the signing of a memorandum of agreement between the Department of Environment and Natural Resources, local government unit of Polomolok and the Polomolok Water District. Under this agreement, the DENR will extend the technical assistance to the project. DENR will identify the suitable varieties of trees to be planted, provide training and activities in propagating, planting and maintaining of the trees. Polomolok municipality will provide the seedlings. The informants also suggested that the Water District be exempted from paying users fees considering that has already a watershed rehabilitation program. The money saved from user’s fee can be utilized to increase the budget of the program.

CONCLUSION

The beneficiaries have a high level of awareness on zoning, watershed rehabilitation and livelihood programs. There is no significant relationship between the tribe and educational attainment of the beneficiaries and the status of the implementation. The main problem is the limited period of the livelihood program provided by the Polomolok Water District. The problem is financial sustainability.

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Republic Act No. 9275 (2004). An Act Providing For a Comprehensive Water Quality Management And For Other Purposes


Socio-Educational Experience and Criminal Behaviour among Students of Borstal Institutions in Kaduna and Ogun States, Nigeria

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ABSTRACT

The study examined the relationship between parental attention, educational experience and criminal behaviour of students in Borstal Institutions. It also determined the difference in the criminal behaviour of students in Borstal Institutions due to length of stay. These were with the view to improving the quality of parental supervision and reducing the incidence of juvenile criminality in Nigeria. The study adopted the descriptive survey design. The population comprised of all juvenile offenders who are staying and residing in the Borstal Institutions located in Kaduna, Kaduna State, and Abeokuta in Ogun State, Nigeria, respectively. There were 1,044 juvenile offenders who were housed at the Borstal Institutions in Abeokuta and Kaduna. The sample comprised of 450 participants who were selected by stratified random sampling technique using their length of stay, reformation tools, and levels of education as strata. The selection was made from two Borstal Institutions in Kaduna and Abeokuta. Two researcher-constructed instruments were used in the study namely: “Criminal
Behaviour Questionnaire (CBQ)” “Parental Attention & Educational Experience Questionnaire (PAEEQ)” (Fausta, 2014). Data were analysed using Multiple Correlation and Independent t-test statistical methods. The findings revealed that there existed a significant relationship between parental attention and criminal behaviour ($r = 0.655$, $p< 0.05$); educational experience and criminal behaviour ($r = 0.340$; $p< 0.05$); parental attention and educational experience ($r = 0.243$; $p< 0.05$). Also, there was a significant difference in the criminal behaviour of students in Borstal Institutions due to their length of stay. It was concluded that creating a suitable environment for child upbringing and provision of the child needs may prevent adolescents’ delinquency.

KEYWORDS

Length of stay, juvenile offender, criminal behaviour, and Borstal Institutions.

INTRODUCTION

The frequencies in the rate of youth criminal behaviour in Nigeria tend to show the level of moral decadence in the society. Most of the crimes such as cultism, armed robbery, arson, murder, kidnap, examination malpractice are perpetrated by the youths. These have dire consequences to society’s viability, stability and development. They strain relationship between communities, destroying lives, property and the obstructing the school system. Often, the electronic and print media presents its audience with these challenges. They reported horrifying stories of limbs that are maimed; eyes plucked off, acid poured on students, kidnapping, killing, and raped of female (Fausta, 2014).

FRAMEWORK

The youth inclination to crime may be hinged on negligence in parental attention and unfavourable educational experience. It is unfortunate that some children lack adequate parental care and attention. A child deprived of basic needs may be susceptible to a life of crime. According to control theory (Hirsch,(1969) and choice theory (Beccaria,1963) as cited by Fausta (2014), non-conforming behaviour arises out of social circumstances. Confronted with a frustrating social situation, the juvenile may respond in a defiant or criminal manner. Hirschi’s (1969) control theory recognized that deviance is an outcome of a failure in
social control. He emphasized the social bond a child forms with conventional individuals and groups. Similarly, Beccaria (1963) paid careful attention to the ideas that delinquent behaviour is a rational choice by an offender who perceives that chances of gain outweigh the punishment. Thus the relevance of these theories offer an insight that help explain issues on juvenile delinquency.

According to the classical view, the punishment should be only severe enough to deter a particular offence. It should be graded according to the seriousness of particular crimes (Siegel & Welsh, 2005). The popularity of the classical approach was in part responsible for the development of the prison as an alternative to physical punishment and the eventual creation of criminal sentences graduated by the seriousness of crimes. This aligns with the idea which mandates that rehabilitation and not punishment must be the basis of juvenile court disposition, thus, accounting for the establishment of Borstal Institutions that serve as legal, behavioural corrections for minors. To prevent delinquency, worthwhile values must be instilled in the youths, helping them to choose things that are of social and ethical value as opposed to undesirable behaviour (Siegel & Welsh, 2005).

Therefore, Borstal Institutions would give a total change in offenders’ attitude, values and behaviour and ensure successful integration into the family and society. The need for social rehabilitation for young offenders accounts for the establishment of Borstal Institutions that today serve as behavioural correctional institutions for boys (minors) who violate state laws. The term Borstal means prison for young offenders between the ages of 16 and 21 (Ogundipe, 2011). Borstal Institutions around the world have dual objectives. First, they are established to use education as an instrument of behavioural change or modification and secondly, to achieve a deviant free society (Haralambos & Holborn, 2008). Thus, rather than condemn the juvenile delinquents, they are referred through legal proceedings for treatment (Conklin, 2007).

There are three Borstal Institutions in Nigeria, located in Kaduna in Kaduna State, Abeokuta in Ogun State and Ilorin in Kwara State (Ogundipe, 2011). The main philosophy behind the establishment of Borstal Institutions is that children who are offenders can be reformed and prevented from getting involved in serious crimes if given a chance to change and not co-habit with hardened criminals. The idea is that if young offenders are housed in the same prison with adult criminals, they tend to learn more crime and become worse (Conklin, 2007).

As such, students of Borstal Institutions are often exposed to series of educational, skill acquisition and counselling programmes. They are expected to
get reformed and desist from the life of crime. The effectiveness of such exposure, therefore, cannot be ascertained unless there are concerted research efforts to determine the relationship among socio-parental variables such as parental attention, educational experience and criminal behaviour among students of Borstal Institutions, hence this study. This study is consequently designed to establish the extent to which socio-educational experience and length of stay influence the criminal behaviour of students in Borstal Institutions.

Finally, the study will proffer immense benefit to government, managers of homes for juvenile delinquents, counsellors, social workers, legal practitioners, sociologists, students, parents, school heads and researchers in many ways. The importance of a life free of crime is helpful to the child, parents and the entire nation. This is because a crime-free life encourages educational activities and all-round national development. Discipline is the first step in any educational growth. Thus, findings of this study would help the government in the realisation of its objectives in establishing the Borstal Institutions.

**OBJECTIVES**

Involvement of adolescents in delinquent activities is on the increase in Nigeria. The last two decades witnessed crimes ranging from minor stealing to major robbery and killing perpetrated by adolescents. There has been increasing concern of the Nigerian government and the general public on the seriousness of adolescent crime and conduct problems. The youth inclination to crime may be hinged on negligence in parental attention and unfavourable educational experience. For instance, parents who are too occupied with their employment to the detriment of their children wellbeing, children who do not get adequate counselling on their educational pursuit, exposed to substandard schools that lack discipline and trained teachers, such adolescents are often engaged in delinquent behaviours. Involvement of adolescents in criminal acts like stealing, arson, rape, drug offences and murder, burglary, pick pocket, and armed robbery militates against the adolescents’ personal growth and attainment of their career in life. Therefore, the Nigerian Government had devised and employed several measures aimed at curbing adolescents’ delinquency in our society but to no avail. Based on the above, this study investigates the correlate of social and educational experience among students of Borstal Institutions in Nigeria.
The specific objectives of this study are to:

- Determine whether there is a relationship between parental attention, educational experience and criminal behaviour of students in Borstal Institutions.
- Investigate if there is a difference in the criminal behaviour of students in Borstal Institutions due to length of stay.

**Hypotheses**

The following null hypotheses were formulated to be tested at 0.05 level of significance:

- There is no significant relationship among parental attention, educational experience and criminal behaviour of students in Borstal Institutions.
- There is no significant difference in the criminal behaviour of students in Borstal Institutions due to length of stay.

**RESEARCH DESIGN**

The descriptive-correlation research design is adopted. According to Upadhya and Singh (2008), correlation study is concerned with studying the relationship between two or more variables for the purpose of making predictions about the relationship. As far as this investigation is concerned, the correlational design is used to find out the degree of relationship between parental attention, educational experience, length of stay and their general influence on the criminal indulgences of students in Borstal Institutions in the country. There was no conscious manipulation of the variables since the interaction among them has been completed.

**RESEARCH SITE**

All juvenile offenders who are staying and residing in the Borstal Institutions located in Kaduna, Kaduna State, and Abeokuta in Ogun State, Nigeria, respectively constituted the target population for the study. There were 1,044 juvenile offenders who were housed at the Borstal Institutions.

**The Sample and Sampling Technique**

To determine the sample size for the study, Yamane (1967) sample size formula was applied. In choosing the final sample used for the study from the
two Borstal Institutions (Kaduna and Abeokuta), the students were selected by stratified random sampling technique using their length of stay, reformation tools, and levels of education as strata. The selection was made from two Borstal Institutions in Kaduna and Abeokuta.

The sample consisted of 1,044 juvenile offenders housed in Borstal Institutions in Kaduna and Abeokuta. Out of this number, 240 and 210 participants were randomly selected respectively. Thus, a total of 450 participants were randomly selected using balloting (hat and draw) method of simple random sampling procedure for the study. Table 1 shows the distribution of the participants across Institutions, length of stay, reformation tools, and level of education.

<table>
<thead>
<tr>
<th>Description</th>
<th>Borstal Institutions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kaduna</td>
<td>Abeokuta</td>
</tr>
<tr>
<td><strong>Length of Stay</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 month to 12 months</td>
<td>130</td>
<td>87</td>
</tr>
<tr>
<td>Above 12 Months</td>
<td>110</td>
<td>123</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>240</td>
<td>210</td>
</tr>
<tr>
<td><strong>Reformation tools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>135</td>
<td>107</td>
</tr>
<tr>
<td>Vocational</td>
<td>105</td>
<td>103</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>240</td>
<td>210</td>
</tr>
<tr>
<td><strong>Level of Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JSS 1</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>JSS 2</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>JSS 3</td>
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<tr>
<td>SS 1</td>
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<td>52</td>
</tr>
<tr>
<td>SS 2</td>
<td>65</td>
<td>57</td>
</tr>
<tr>
<td>SS 3</td>
<td>41</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>240</td>
<td>210</td>
</tr>
</tbody>
</table>

Table 1 indicates that about half of the respondents (54.2% in Kaduna and 41.4% in Abeokuta) stayed in prison between 1 month and 12 months. They were provided reformation tools such as academic (56.2% in Kaduna and 50.9% in Abeokuta) as well as vocational (43.8% in Kaduna and 49.1% in Abeokuta).

In Kaduna Borstal Institution, 18 respondents were in JSS 1, while in Abeokuta, 16 were in the same level. In Kaduna, 22 respondents were in JSS 2, while in Abeokuta, 21. In Kaduna 38 respondents were in JSS 3, while in Abeokuta 34. In Kaduna 56 respondents were in SS 1, while in Abeokuta 52. In Kaduna 65 respondents were in SS 2, while Abeokuta 57. In Kaduna 41 respondents were in SS 3, while Abeokuta 30.
INSTRUMENTATION

Two research instruments were used in the study namely: “Criminal Behaviour Questionnaire (CBQ)” “Parental Attention & Educational Experience Questionnaire (PAEEQ)” (Fausta, 2014). The “Criminal Behaviour Questionnaire (CBQ)”, is a 20-item self-developed Likert format with four grade responses ranging from Strongly Agree (SA) to Strongly Disagree (SD). Respondents were instructed to tick (Ö) the key in front of each item to indicate the extent of their agreement or disagreement with each statement. This instrument has two sections. Section “A” contained items eliciting respondents’ biographical data such as length of stay of students in Borstal Institutions, reformation tools (academic and vocational) and level of education. The section ‘B’ consisted of 20-items developed to elicit information about the intensity of respondents’ criminal behaviour. Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

The second research instrument “Parental Attention & Educational Experience Questionnaire (PAEEQ)”, is a 30-item questionnaire developed to access the level of parental care and parents’ responsibilities to their children. It consists of two Parts – Parts One and Two. Part One measured Bio-data of the respondents including Borstal Institution, level of education, types of reformation tools, and length of stay. Part Two consists of two Sections A and B. Section A of this questionnaire consisted of 20 items which measured educational experience such as the pattern of their access to educational programmes, facilities and guidance as may be presented formally or informally in and out of school environment. Further, Section B consisted of 10-item which measured the pattern of respondents’ access to educational programmes, facilities and guidance as may be presented formally or informally in and out of school environment. The purpose of the instrument was to assess information on respondents’ experience on attention received from their parents or guardians. The responses to these items were also ranked on a four-point scale.

Content validity of the two instruments was achieved through submitting items to Measurement and Evaluation, and Sociology of Education experts for vetting and approval. The modifications and suggestions from these experts led to the refinement of the instruments. After that, a pilot study was done to establish how reliable the instruments are. This involves the double administration (with a two-week interval) of the instruments on thirty (30) participants, who were randomly selected from Ilorin Borstal Institution, as one of the Borstal Institutions
not involved in the main study. Ilorin Borstal Institution in Kwara State was used for the pilot study because of the State’s strategic location as a gateway between the Northern and the Southern part of Nigeria. A Pearson Product Moment Correlation statistical method was used for data analysis, yielding a test-retest reliability coefficient of 0.80 and 0.78 for the instruments, indicating a high internal consistency.

Consequently, the instruments were accepted as being stable over time hence their usage in this study. The hard copies of the questionnaires were administered on the respondents by the researcher with the assistance of the research assistants who were recruited for the purpose of this study. They are prison officials, social workers and community health officers, employed by the government in each of the Borstal institutions. Each has spent five years as prison official. However for the purpose of this study, they were trained at their different locations on the purpose and logistics of this study. Also, adequate time was provided for respondents to respond to all the items. By this method, 450 questionnaires administered were returned correctly filled and used for analysis.

**Data Analysis**

The data obtained for this study to test the hypotheses were analysed with the use of Multiple Correlation and Independent t-test statistical methods using updated SPSS version 17.0. All hypotheses were tested at 0.05 level of significance

**RESULTS AND DISCUSSION**

**Hypothesis One:** There is no significant relationship among parental attention, educational experience and criminal behaviour of students in Borstal Institutions. The hypothesis was tested using Multiple Correlation statistical method and the results are presented in Tables 2 and 3.

Table 2: The Mean and Standard Deviation among the Variables (n = 450)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean Scores</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental Attention</td>
<td>63.14</td>
<td>5.39</td>
</tr>
<tr>
<td>Educational Experience</td>
<td>58.13</td>
<td>7.13</td>
</tr>
<tr>
<td>Criminal Behaviour</td>
<td>54.70</td>
<td>4.68</td>
</tr>
</tbody>
</table>

From Table 2, it can be confirmed that parental attention has comparatively higher statistical significant mean(x) scores of 63.14; followed by education
experience with the mean(x) score of 58.13; and criminal behaviour has a lower statistically significant mean(x) score of 54.70. This implies that both parental attention and educational experience have an influence on participants’ indulgence in criminal behaviour. Further analysis of the data shows inter-correlations of the effects of the variables on participants’ juvenile delinquency as shown in Table 3 as follows:

Table 3: Inter-correlation matrix among the variables (n = 450)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Parental Attention</th>
<th>Educational Experience</th>
<th>Criminal Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental Attention</td>
<td>1.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Experience</td>
<td>0.655*</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>Criminal Behaviour</td>
<td>0.340*</td>
<td>0.243*</td>
<td>1.000</td>
</tr>
</tbody>
</table>

*Significant, p<0.05

As revealed from Table 3, there was a significant relationship between parental attention and criminal behaviour (r = 0.655, p< 0.05); educational experience and criminal behaviour (r = 0.340; p< 0.05); parental attention and educational experience (r = 0.243; p< 0.05). Consequently, the null hypothesis was rejected. This means that there was a significant relationship among parental attention, educational experience and criminal behaviour of students of Borstal Institutions.

**Hypothesis Two:** There is no significant difference in the criminal behaviour of students in Borstal Institutions due to the length of stay.

Table 4: Descriptive Statistics and t-test analysis of Criminal Behaviour due to length of stay (n=450)

<table>
<thead>
<tr>
<th>Length of Stay</th>
<th>N</th>
<th>Mean</th>
<th>Std. dev</th>
<th>Df</th>
<th>t-cal</th>
<th>t-crit</th>
<th>p-value</th>
<th>decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 12 months</td>
<td>217</td>
<td>32.21</td>
<td>9.41</td>
<td>448</td>
<td>2.88*</td>
<td>1.960</td>
<td>0.000</td>
<td>Significant</td>
</tr>
<tr>
<td>12 months and above</td>
<td>233</td>
<td>30.04</td>
<td>6.34</td>
<td>448</td>
<td>2.88*</td>
<td>1.960</td>
<td>0.000</td>
<td>Significant</td>
</tr>
</tbody>
</table>

*Significant, p< 0.05

Evidence from Table 4 shows that the 217 students who had spent 1-12 months in Borstal Institutions had a mean and standard deviation scores of 32.21 and 9.41, while 233 students who had stayed 12 months and above had a mean and standard deviation scores of 30.04 and 6.34 respectively. Furthermore, it was observed that the t-calculated value of 2.88 is greater than t-critical value of
1.960, given 448 degrees of freedom at 0.05 level of significance. This difference in mean scores is statistically significant ($t_{448} = 2.88, p<0.05$). The null hypothesis was rejected which implied that there was a significant difference in Criminal Behaviour of students in Borstal institutions due to the length of stay. Again it is observed that students who had stayed between 1-12 months had significantly higher manifestation of criminal behaviour based on their higher mean value of 32.21 as against the mean value of 30.04 observed from those who had stayed 12 months and above in the Borstal Institutions.

**DISCUSSION**

The findings in Hypothesis One revealed that a significant relationship existed between parental attention ($r = 0.655$, df. = 458, $p<0.05$); educational experience ($r = 0.340$, df. = 458, $p<0.05$); and criminal behaviour of students of Borstal Institutions ($r = 0.243$, df. = 458, $p<0.05$). This could be adduced to the fact that adequate monitoring and supervision could be paramount factors for effective child upbringing. This result confirmed the findings of Brookmeyer, Fanti and Henrich (2006) in their US based study on characteristics of violent behaviour. A positive relationship was found between feeling connected to parents and school. The findings highlighted the potential role that parents and schools can play in preventing violent offending amongst young people. Similar conclusions were found by Resnick, Ireland and Borowsky (2004). This finding is also in line with Banyard and Quatey (2006) who were of the view that school attachment, amongst other social control factors, protected young people from violent behaviour.

The findings for Hypothesis Two indicated that there was significant difference in the criminal behaviour of students of Borstal Institutions due to length of stay. The probable reason could be that time spent in the facility, exposing the students to the various correctional programmes is very efficacious. The finding supports Fabelo (1995) who reported a 30% increase in incarceration rates with a decrease of 5% in the crime rate. Fabelo’s (1995) data has been interpreted as convincing evidence that prison serves as a deterrent to future recidivism. The view that the experience of prison in itself acts as a deterrent is rooted in the simple, specific deterrent theory (Andeneas, 1968) which posits that individuals experiencing more severe sanctions are more likely to reduce their criminal activities in the future. This result negates the findings of Weatherburn et al (2008) who posited that longer prison sentences do not deter criminals from breaking the
law. The findings also contradict Wermink, Blokland, Nieuwbeerta, Nagin and Tollenaar (2010), comparing the effects of community service and short-term imprisonment on recidivism. Their findings establish that offenders recidivate significantly less after having performed community service compared to after having been imprisoned. These findings hold for both the short- and long-term stay.

CONCLUSION AND RECOMMENDATIONS

Based on the findings in this study, it can be concluded that there existed a significant relationship between parental attention; educational experience; and criminal behaviour of students of Borstal Institutions. To ensure a successful institutionalisation and rehabilitation programmes, all stakeholders must enlist the active participation of all members of the Borstal Institutions who have a responsible role to play in the rehabilitation process. Dialogue, communication, explanations and establishment of good and cordial relationships between parents and adolescents could enhance positive and effective parenting. Also, the creation of the suitable environment for child rearing and provision of the child needs may prevent adolescents’ delinquency. Parental over reaction to issues, harsh environment and parental aggression may make adolescents take to the streets and prong adolescents into delinquent behaviours.

REFERENCES


