



HIGHLIGHTS OF THE RESULTS OF A SURVEY ON THE UPIS CONCEPT

Lourdes R. Baetiong

INTRODUCTION

In 1991, eight years after the decision to admit students at the UP Integrated School (UPIS) only at the kindergarten level, the UP Board of Regents ruled that the UPIS shall admit 70 new students every year at the Grade 7 level. This decision not only opened a gate to students who want to avail of the UPIS education, but also democratized admission to the school. It improved the chances of graduates of public elementary schools and children of economically-deprived families to receive a UPIS diploma. This change resulted in a new batch of UPIS (7-10) students with varied intellectual abilities, socioeconomic, as well as elementary education backgrounds.

This major change in the composition of UPIS students took place at about the same time the UPIS was in the process of strengthening its Values Education Program and implementing the UP Language Policy. The former aimed to strengthen the UPIS curriculum by integrating the teaching of values in all subjects across the curriculum. The latter, on the other hand, focused on the improvement of student learning through the use of Filipino as the medium of instruction in all subjects, except English.

In 1995, the year the first batch of lateral entrants graduated, the UPIS Office of Research and Development Program (ORDP) considered it timely to conduct a survey that would elicit the views of the batch regarding the UPIS concept and its implementation. Following are the highlights of the study.

RESPONDENTS' PROFILE

A group of 177 students or 77.63% of Batch 95 comprised the res-

pondents of the study. Of this number, 114 finished elementary at the UPIS while 58 graduated from other schools. The rest did not indicate where they finished their elementary education.

The high income group (18.64%) was almost as big as the lower middle class group (19.77%). The upper middle class group (33.9%), on the other hand, was more than twice the number of the respondents belonging to the low income group (15.82%). A fifth of the students (11.88%) did not indicate their socioeconomic background.

Nearly everyone (167) did not go through an additional year in the grades or Grade 7 in the private schools. An almost equal number (164) said that Filipino was the language they most frequently spoke at home.

THE RESEARCH INSTRUMENT

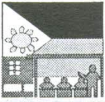
The study made use of a 3-part survey-questionnaire administered towards the end of school year 94-95. The first part used the Likert-type rating scale indicating a respondent's degree of agreement or disagreement to 25 statements, while the second part asked for specific comments and recommendations regarding certain school programs and procedures. The instrument ended with a single item asking the respondents to list down things they would like to thank UPIS for.

SIGNIFICANT FINDINGS

On the Values Education Program

Majority (61.5%) of the respondents agreed that values education is integrated not only in the curricular but in the co-curricular programs of the school, as well. The rest of the students are divided between those who were

A major change in the composition of UPIS students took place at the time the UPIS was in the process of strengthening its Values Education Program and implementing the UP Language Policy.



undecided (21.4%) and those who disagreed (17.1%) with the majority.

On the UP Language Policy

The respondents are almost equally divided among those who thought favorably of the policy, those who considered it otherwise, and those who were undecided. Specifically, about 36.1% of the respondents believed that the use of Filipino as the medium of instruction did make their learning easier. Thirty-one percent (31.7%) thought the other way around while 32.2% did not indicate a definite answer as to whether or not the change in the language of instruction made a significant difference to them.

On the Method of Teaching

An overwhelming majority (91.39%) agreed that UPIS teachers encourage their students to gather facts, make practical applications of what they learn in school, and become independent and self-reliant individuals. This positive evaluation may be partly due to the good relationship existing between them as indicated by the finding that almost three-fourths (70.46%) of the respondents perceived a good relationship between the students and the teachers of the school.

On the UPIS Curriculum

A big percentage (87%) of the respondents viewed the UPIS curriculum as holistic and providing a balanced education which addresses and responds to the various needs of the students. The students pointed out that the curriculum develops their potentials and abilities, as well as prepares them for various work options after graduation.

On the UPIS Admission Procedures and Policies

Four out of every five students (81.92%) believed in the efficiency and practicality of the UPIS admission procedures and policies. Of this number, 48.95% expressed agreement while 32.97% indicated a strong agreement to the idea. The number of those who were

undecided (10.09%), on the other hand, was slightly higher than those who disagreed (5.19%) and strongly disagreed (2.80%) combined.

What Batch '95 Would Like to Thank UPIS For

In a sequence of diminishing frequency, the following are the reasons for the respondents' gratitude to UPIS:

- * the advantages, privileges, and recognition of being a UPIS student
- * the unique UPIS experience
- * the people who helped them
- * the Values Education Program
- * the curricular offerings
- * for preparing them for adult life
- * for sentimental reasons
- * for everything
- * for nothing

CONCLUSION

In general, the results of the survey show that majority of the respondents had a positive perception and/or assessment of the school, its faculty, its programs, and the procedures it follows. The results also reflect the students' satisfaction with their 11- or 4-year UPIS education. Their gratitude, expressed in the last part of the survey, reflects their high esteem and pride in their school.

...results of the survey show that majority of the respondents had a positive perception and/or assessment of the school, its faculty, its programs, and the procedures it follows.

