



private companies also present services in the shadow of the official educational system some recommendations will illustrate the tutoring original pedagogical relation with specific limits and potential new understanding.

REYES-BRIONES, Zarmie Lis (Cebu Technological University) [CS3.6]

The Performance of the Faculty in Relation to Their Coping Styles, Academic Freedom, and Job Satisfaction

As an institution of learning, Cebu State College of Science and Technology strives to achieve excellence. Its primary concern is to address relative needs of the faculty essential for their personality and performance enhancement. This research aimed to determine the significant relationship between the faculty's performance and coping styles, job satisfaction, and academic freedom in the nine campuses, academic year 2006-2007. The output of the study was a Proposed Enhancement towards Quality Instruction. The descriptive method was used in the study. It utilized the Faculty's Performance Appraisal Report and the Coping Styles Questionnaire adapted from Folkman and Lazarus. In addition, a researcher-made questionnaire for academic freedom, job satisfaction, and problems met was used. Systematic random sampling was used to determine the 100 faculty-respondents. Data indicated that there were significant relationships between the performance of the faculty of the CSCST Campuses and their Coping Styles, Academic Freedom, and Job Satisfaction. Specifically, the faculty's level of performance was affected by the extent of their coping styles, academic freedom, and job satisfaction. Moreover, the three primary problems met by the faculty were lack of recognition of accomplishments, indifference to faculty's needs relevant to instruction, and inadequate funds for books and other library materials.

SALAS PILCO, Sdenka Zobeida (University of Hong Kong) [CS1.12]

Empowering Rural Children and Community through Collaborative Design of Learning Activities

Rural schools in the Peruvian Andes are attended by indigenous children belonging to Andean communities that have an ancestral culture and different perspective of the world. In the last decade, results of national tests have shown a rural educational achievement gap. In order to overcome this problem, the government has created different projects. However, the academic gap has continued to increase; moreover, rural communities are concerned about the kind of education that is being offered, which is neither contextualized nor fits the communities' needs. The aim of this research project is to design learning environments respecting local viewpoints of the world, to empower rural children to pursue lifelong learning, using the theoretical framework of Cultural-Historical Activity Theory and the Design-Based Research (DBR) methodology. The outcome of the study will be a contribution to theories and principles for conceptualizing situated learning as well as pedagogical models for educating children in indigenous communities. The findings will have implications for models of education that foster lifelong learning, and education policies for indigenous communities. Further, it will contribute to the development of models of education that are more culturally sensitive, equitable and supportive of sustainable development.

SARAVANAKUMAR, S. (Gobi Arts & Science College, India) [CS1.7]

Education as a Force for Social Change