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**La Salle University**  
**Ozamiz City**

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# *Foreword*

# **A Comparative Study of the Physical Characteristics of Spring Water in Bagakay, Ozamiz City**

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## **Abstract**

A comparative study of the physical characteristics of spring water such as temperature, Ph, DO, flow rate, TSS and TDS in Bagakay, Ozamiz City was conducted in La Salle University Science Laboratories. Sampling was done randomly once a month from June to October 2009. A two in one meter was used in the determination of DO and temperature, and H was measured using a Ph meter. Both TSS and TDS were analyzed gravimetrically. Results show that TDS increases as flow rate increases. It also reveals that flow rate and temperature have direct and inverse effects to DO concentration respectively.

## **1. Introduction**

Living thing's existence couldn't be without the essentials that support life. One of these is water which not only maintains but makes living possible. Water's presence is one factor that makes many things feasible. It is involved in many life processes such as the division of cells during reproduction. Water is the one compound which is the medium of many chemical reactions that promote growth in many living systems. (Manahan, 1994).

In humans, the necessity for clean water is very important. Without it, man's existence can be pushed to the edge or even to extinction. For water to support life, it needs to be free from disease causing contaminants. Though harmful substances may be found in

it; it can be used provided it is within certain tolerable limit set by experts in the field of science and health. (Baird & Cann, 2005).

Water can come from many sources. In advanced countries, underground and surface waters undergo several purification processes before they are distributed to consumers in various communities. They strictly monitor water quality and employ highly advanced practices and techniques before allowing it to flow to the households. They continually developed new analytical methods to ensure that water is completely clean and safe. (Ling, 1996).

In desert communities where water is very scarce, governments spend large amounts of money to purify saline water for its citizenry. In less developed countries however, people have no choice but to use water from rivers, open canals and ditches. Thus the danger of contacting water borne diseases and harmful or toxic substances. (Heimler, n.d).

In the Philippines, water quality can vary from excellent to worst. For those who can afford, they can buy from accredited water refilling stations and are assured of the safety of the product. For the less fortunate, any source of water could be of great help. Here in Ozamiz city, though a government agency is in charged of providing clean and potable water, some residents still benefit from those that are drawn from deep wells and springs for many obvious reasons. Many consider the water from springs to be safe and free of harmful materials. For many years, they have used water from these sources and so far there is no record about any alarming outbreak pertaining to water from these sources. ("Philippine Clean Water Act", & "DENR Administrative", 1990).

Since the city is fast developing, the possible contamination of springs and deep wells is not far fetched. Its continuous growth

in the use of resources is inevitable. Many activities lead to increased waste production and the problem of waste disposal becomes a reality. Added to that, an ever changing weather pattern leads to possible contaminant intrusion in springs and deep wells.

With all these at hand, it is very essential therefore to check the water quality from these sources. The researchers in this study aim to:

1. Establish the physical characteristics of the spring water in Bagakay Ozamiz City such as dissolved oxygen, total dissolved solids (TDS), total suspended solids (TDS), temperature, flow rate and pH.
2. Determine the effect of temperature and flow rate on the concentrations (in mg/L or ppm) of dissolved oxygen, total suspended solids and total dissolved solids.
3. Find out whether the parameters are within the standard limit for potable/safe drinking water as set by Environmental Protection Agency (appendix D) and the existing pH and TDS concentration of commercial mineralized drinking water.

### Significance of the Study

The researchers believe that this aspect of water quality determination is important because it would serve as reference by:

1. Establishing the potability of water in terms of the parameters being considered,
2. Providing some insights to health professionals when it comes to determining possible sources of disease

outbreak in the future as water is one of the possible vehicles of disease causing substances; and

3. Serving as a baseline for future water quality monitoring in the area and the mapping of safe drinking water sources in the city as a whole.

### Scope and Limitation

The study includes the physical characteristics such as temperature and flow rate as predictors of the behavior of pH, DO, TSS and TDS.

The following are beyond the scope of this study.

1. Effects of weather pattern on the parameters investigated.
2. Geological structure of the sampling area.
3. Comparison of any previous results that have been conducted in the area.
4. Complete profiling of the nature and the identification of the solids.
5. Time of sampling (samples are collected per month during the researchers' most convenient time).
6. Samples which are collected in one of the pipes in the area.

### Review of Related Literature

#### Dissolved oxygen

Amount of molecular oxygen present in water. Its solubility is related to the temperature and flow rate. In many cases, dissolved oxygen concentration is high when temperature is low. When flow rate is high, it could be low. The presence of oxygen in water makes

water taste desirable. Without, it water could bland to taste. (Skoog et al., 2000).

## pH

It is a quantity that indicates whether water is either acid, neutral or basic. It is calculated by taking the negative logarithm of the molar concentration of hydrogen ions. This concentration is due to the presence of substances that dissociate in water to release  $H^+$ . The higher the molar concentration, the lower the pH and this indicates that water is acidic. For neutral water, the pH is 7. Anything above this value is basic. Very low pHs may cause water to taste sour and high makes water taste bitter. (Skoog et al. 2000)

## Temperature

It is a parameter or property that can be measured using a thermometer. Such a quantity may influence the behavior or characteristics of substances such as water. The higher the temperature the higher the solubility of minerals or salts in water. (Tyagi, 2006)

## Flow Rate

It is a measure of the amount of a fluid flowing through a pipe or channel, usually in  $m^3/s$  or L/s. Flow could either be laminar or turbulent. Spring waters in most cases are laminar which may affect the amount of dissolved oxygen present in water. (Young and Freedman, 2004).

## Total Suspended Solids

Total Suspended Solids (TSS) are solids in water that can be separated by filtration. TSS can be any material, such as silt,



decaying plant and animal matter, industrial wastes, and sewage. High concentrations of suspended solids can cause many problems for stream health and aquatic life. High TSS in a water body can often mean higher concentrations of bacteria, nutrients, pesticides, and metals in the water. Depending on the type of suspended solids it can also affect turbidity or clarity of water. (Murphy, 2007).

## Total Dissolved Solids

Total Dissolved Solids (TDS) are solids that are soluble at a certain temperature which cannot be separated by filtration. In some commercial mineralized drinking water, allowable concentration of this material includes Bicarbonates (135ppm), Calcium and Magnesium Carbonates (68ppm), Sodium (65ppm), Chloride (80ppm) and Sulfates (35ppm) with a total dissolved solids of 280ppm.

## 2. Methodology

### A. Sampling and Analysis

The temperature, and dissolved oxygen of the water samples were determined using a 2 in 1 meter that can be used to measure the aforementioned parameters. (see Figure 1) while the pH is measured using the pH meter ( Figure 3 )

The flow rate was carefully measured by collecting certain volume of water in liters using a pre-calibrated container and timed using a stop watch. (See Figure 2)

Grab samples were collected for the analysis of TDS (Total Dissolved Solids) and TSS. In the months of June and July, TDS was determined by filtering 150.0 mL of water into cans which

weights were previously measured to nearest  $\pm 0.0003$  grams. The filtrate was allowed to evaporate in an incubator for at least 24 hours in low heat to prevent, as much as possible, volatile and heat sensitive substances that may be present in the water sample to escape. After the cans were completely dried, it was placed in a desiccator for at least 5 hours before weighing in the analytical balance. Weighing was repeated several times until a consistent difference of  $\pm 0.0003$  gram was obtained.

In the succeeding months, the researchers opted to increase the amount of the sample for analysis to minimize possible error due to loss of sample during volume measurements.

In the analysis of Total Suspended Solids, the researchers measured the same amount of water samples just like in the determination of TDS. Almost the same steps were done except that filtration was skipped. The weight of the empty can was then deducted in both measurements to calculate the total dissolved solids and total solids. From the weight of the total solids, the difference between TS and TDS was calculated to find the TSS. The concentrations in ppm was determined by dividing the weight with the volume (in liters) used in the analysis.



Figure 1. Measure Dissolved Oxygen and Temperature



Figure 3. pH Measurement



Figure 2. Flow Rate Measurement

## B. Statistical Tool

The study used multiple linear regression to determine the significance of the dependence of the parameters as shown in the table below

Variables	
Independent	Dependent
Temperature and flow rate	Dissolved Oxygen
	Total dissolved solid
	Total suspended solids

## 3. Results and Discussion

Table1. Monthly Sampling Result on Water Sample Physical Properties

Month	Temp. °C	DO	pH	Flow, L/s	TSS ppm	TDS ppm
June	29.6	1.98	7.2	0.89	18.46	124.07
	29.4	1.75	7.2	0.94	18.46	124.07
	29.4	1.84	7.2	1.05	18.46	124.07
July	29.5	1.80	7.1	0.91	16.45	86.65
	28.9	2.70	7.3	1.01	16.45	86.65
	28.9	3.80	7.2	0.98	16.45	86.65
August	29.4	1.80	7.3	1.02	18.10	82.27
	29.5	1.50	7.2	1.02	18.10	82.27
	29.5	1.60	7.3	0.99	18.10	82.27
September	28.4	2.64	7.2	0.89	7.06	93.00

	28.3	2.50	7.1	0.94	7.06	93.00
	29.5	1.60	7.2	0.93	7.06	93.00
October	29.2	1.70	7.1	0.89	12.58	93.91
	29.3	1.80	7.3	0.94	12.58	93.91
	29.2	1.90	7.3	0.93	12.58	93.91

Result showed that there was not much variation in temperature during the sampling period with an average value of 29.2°C. The pH also was found to be near neutral with an average of 7.213. The flow rate was found to vary from a range of 0.89 to 1.05L/s as well as the dissolved oxygen which was from 1.5 to 3.8 ppm.

With regard to the total suspended solid, it was found to be in the range of 7.06 to 18.46 ppm which is higher in the month of June and August and lowest in the month of September. For the total dissolved solids, the month of June posted the highest concentration and a minimum in the month of August.

Statistical analysis of the data shows that,

- A. From Appendix C.3, TSS is significantly affected by the temperature and much more by the flow rate.
- B. From Appendix C.1, DO is directly related to the flow rate and is inversely related to the temperature
- C. TDS and pH is neither affected by Flow Rate and Temperature. (refer to Appendix C.2 and Appendix C.4)

Results further confirm that dissolved oxygen increases as water temperature decreases.

Also, as the flow rate increases, dissolved oxygen and the total suspended solid concentrations also increase.

The TDS concentration that is not significantly affected by flow rate and temperature is due to the solubility of the minerals

#### **4. Conclusion and Recommendation**

From the results obtained, the researchers conclude that the water from the spring flows at an average of 0.955 L/s. The independent variable, temperature has an average of 29.2 °C. The dependent variables such as DO ranges from 1.50 to 3.8ppm and TDS and TSS concentrations are 95.98 ppm and 14.53ppm respectively.

Data reveal that the DO is directly affected by flow rate and inversely by temperature.

On the other hand, the TSS is directly affected by flow rate. The higher the flow rate, the higher the TSS. The TDS and pH are not affected by any of the predictors used in the study.

The average pH of the sample which is 7.21 is within EPA standard for pH of 6.5-8.5, and lower than that of commercial mineralized water of 8.

The average TDS concentration of 95.98 is lower than the EPA standard for drinking of 500ppm and commercial water of 280ppm.

Considering the increasing activity in the area, and the need to monitor the said spring for the safety of water for consumption, the researchers would like to recommend the following:

1. A more comprehensive follow up research that would take into account change in weather during sampling.
2. Complete identification of the ions present using appropriate analytical methods of analysis.
3. A thorough geological survey of the area being sampled and the determination of the source of the water that comes of the surface.
4. A comparative study of the succeeding results with the previous that has been conducted.

The use of more advanced instruments to speed up the laboratory analysis and collection of data.

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# **Tensile Strength of Steel Bar Subjected to Oxy-Acetylene Heat**

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## **Abstract**

The purpose of this study was to determine the significant difference on the tensile strength of reinforcing steel bars of varied diameters, exposed and not exposed to oxyacetylene heat. The steel bars used were 16 mm, 20 mm and 25 mm bar diameters of grade 33 and exposed to different duration of heating such as thirty seconds, 1 minute and thirty seconds and three minutes. The bars were tested using universal testing machine after cooling at ambient temperature. Results show that there is a significant difference on the tensile strength between heated from non-heated. The diameter of the bar has the higher effect to the tensile strength than the time of heating.

## **1. Introduction**

### **Background of the Study**

Deformed steel bars are commonly used as reinforcement especially to concrete and masonry and to other materials of which the tensile strength is low. Steel is known to have a high tensile strength which is one of the structural properties of a material to resist tensile force and elongation.

Oxyacetylene is widely known and used for welding and connecting metals like steel bar and metal plates; on the other hand, oxyacetylene heat is also used to aid in bending deformed steel bars to its desired form such as hooks to avoid slippage as they are embedded in the concrete to take up tensile forces. It is believed that any materials subjected to heat can deplete or reduce its

strength. Steel material as reinforcement plays a significant role in structural members since this material reinforced the strength of the other weak material like concrete. The common practice of the construction industry nowadays in bending bigger diameter steel bar is the use of oxy-acetylene heating.

## Review of Related Literature

### Tensile Strength

Tensile strength measures the force required to pull something such as rope, wire, steel, any metal or a structural beam to the point where it breaks.

The tensile strength of a material is the maximum amount of tensile stress that it can be subjected to before failure. The definition of failure can vary according to material type and design methodology. Maximum load that a material can support without fracture when being stretched, divided by the original cross-sectional area of the material is an important concept in engineering, especially in the fields of material science, mechanical engineering and structural engineering. (Science Daily, 2011)

Tensile strengths have dimensions of force per unit area and in the English system of measurement are commonly expressed in units of pounds per square inch, often abbreviated to psi. When stresses less than the tensile strength are removed, a material returns either completely or partially to its original shape and size. As the stress reaches the value of the tensile strength especially when the material is ductile, it has already begun to flow plastically rapidly forms a constricted region called a neck, where it then fractures. (Encyclopedia Britannica, 2011).

## Steel Bar as Reinforcement

Steel bars as reinforcement are requirements for all types of concrete and masonry work of which concrete hollow block is one. When concrete structural members must resist tensile stresses, steel reinforcement bars supply the necessary strength. Deformed or corrugated steel bars are embedded in the concrete in the form of a mesh. These deformed bars have been developed in order to force the concrete between deformations such that failure in shear will occur before slippage. The National Building Code has promulgated guidelines on how and what kind of reinforcement is appropriate for a certain type of work depending upon the purpose for which it is to serve. A bond forms between the steel and the concrete, and stresses can be transferred between both components. The size and spacing requirements for concrete and concrete hollow block reinforcement must be indicated on the plan or specifications.

## Structure of Iron and Steel

Carbon steel is an alloy of iron and carbon. Alloys containing less than 0.008 percent carbon are classed as irons. Steel is an iron-carbon alloy in which the carbon content is less than 2.0 percent. These steel products, including structural steel and reinforcing steel, can be rolled and molded into a shape. However, as the carbon content goes above 2.0 percent, the material becomes increasingly hard and brittle. Cast iron has carbon content above 2.0 percent. Carbon acts as both a hardener and a strengthener, but at the same time it reduces the ductility. High strength steels are alloys containing less than 0.8 percent carbon (the eutectoid composition) and are referred to as hypoeutectoid steels. (Derucher, Kenneth; et.al.1998).

Based on the Philippine National Standard, a weldable deformed steel bars have a carbon content of 0.30% for grades 33, 40 and 60 combined with other alloying elements.

According to Bob Capudean (2003), a contributing writer on the fabricator.com, when a piece of metal is heated and cooled to a specific temperature, that metal goes through a phase change, where crystal structures change. When a piece of metal melts, the crystal structure breaks down and metal goes from solid to liquid. When it solidifies, it can also be a phase change, as the structure reforms from liquid to solid. Phase changes can take place in many metals while still in the solid state. These phase changes are directly related to temperature and take place in the metal's crystalline structure. While the temperature controls these transformations; stress, cooling rate and alloy or chemical composition can all influence the temperature at which the changes take place.

A typical phase diagram of iron-carbon is shown below as presented by Dr. Dmitri Kopeliovich. He disclosed the phase's compositions and their transformations occurring with the alloys during their cooling or heating. The carbon content 6.67% corresponds to the fixed composition of the iron carbide,  $\text{Fe}_3\text{C}$ , which is called as cementite, has 93.33 percent iron and is very hard and brittle substance, influencing the properties of steels and cast iron.

The following phases are involved in the transformation, occurring with iron-carbon alloys: **L** - Liquid solution of carbon in iron;  **$\delta$ -ferrite** – Solid solution of carbon in iron. Ferrite is iron that has not combined with carbon in pig iron as steel. This fact allows the steel to be cold-worked. Maximum concentration of carbon in  $\delta$ -ferrite is 0.09% at 2719 °F (1493 °C) – temperature of the peritectic transformation. The crystal structure of  $\delta$ -ferrite is cubic body centered. Austenite is gamma iron with carbon solution. The

eutectic of the carbon-steel alloy is the combination that melts at the lowest temperature, so that the eutectic at 4.3 percent carbon melts at 2060 °F (1130 °C) and will contain a solid solution of austenite and cementite. Below the 1330 °F (723 °C) mark, the solution changes to cementite and pearlite. Pearlite is a eutectoid and changes to a solid at 1330 °F (723 °C), a lamellar aggregate of ferrite and cementite often occurring in carbon steels and cast irons. The eutectoid in an equilibrium diagram for a solid solution is the point at which the solution on cooling is converted to a mixture of solids (Derucher, Kenneth; et.al. 1998).

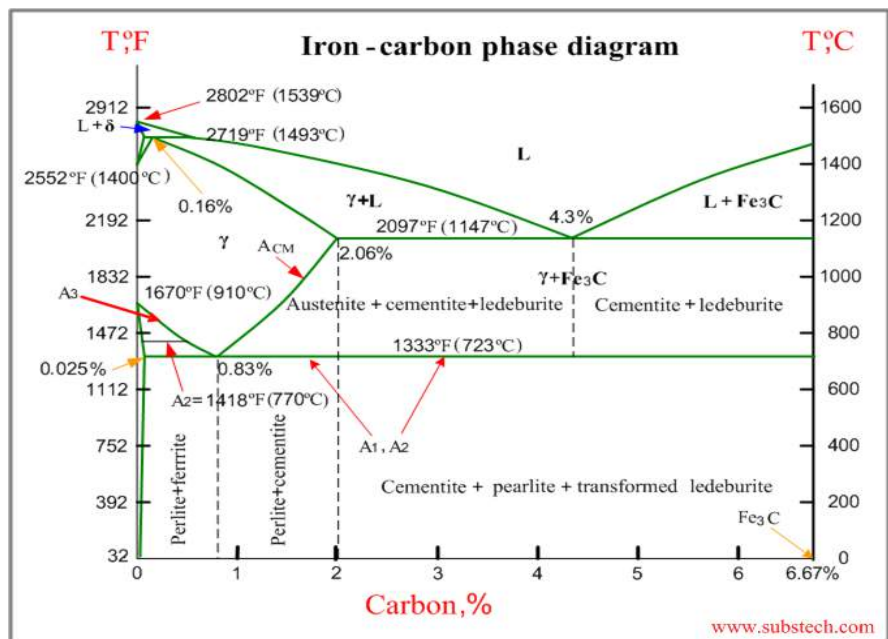


Figure 1. The Iron-Carbon Phase Diagram. (Kpeliovich, D., 1991)

According to Dr. Dmitri Kopeliovich, the critical temperatures are:

- **Upper critical temperature (point)  $A_3$**  is the temperature, below which ferrite starts to form as a result of ejection from austenite in the hypoeutectoid alloys.
- **Upper critical temperature (point)  $A_{CM}$**  is the temperature, below which cementite starts to form as a result of ejection from austenite in the hypereutectoid alloys.
- **Lower critical temperature (point)  $A_1$**  is the temperature of the austenite-to-pearlite eutectoid transformation. Below this temperature, austenite does not exist.
- **Magnetic transformation temperature  $A_2$**  is the temperature below which  $\alpha$ -ferrite is [ferromagnetic](#).

Phase compositions of the iron-carbon alloys at room temperature

- **Hypoeutectoid steels** (carbon content from 0 to 0.83%) consist of primary (proeutectoid) ferrite (according to the curve  $A_3$ ) and pearlite.
- **Eutectoid steel** (carbon content 0.83%) entirely consists of pearlite.
- **Hypereutectoid steels** (carbon content from 0.83 to 2.06 %) consist of primary (proeutectoid) cementite (according to the curve  $A_{CM}$ ) and pearlite.
- **Cast irons** (carbon content from 2.06 % to 4.3 %) consist of proeutectoid cementite  $C_2$  ejected from austenite according to the curve  $A_{CM}$ , pearlite and transformed ledeburite (ledeburite in which austenite transformed to pearlite).

From a woodworker's guide to tool steel and heat treating (Peter L. Berglund, 2006), steel exhibits different colors depending on temperature.

2000°F	Bright yellow	1093°C
1900°F	Dark yellow	1038°C
1800°F	Orange yellow	982°C
1700°F	Orange	927°C
1600°F	Orange red	871°C
1500°F	Bright red	816°C
1400°F	Red	760°C
1300°F	Medium red	704°C
1200°F	Dull red	649°C
1100°F	Slight red	593°C
1000°F	Very slight red, mostly grey	538°C
0800°F	Dark grey	427°C
0575°F	Blue	302°C
0540°F	Dark Purple	282°C
0520°F	Purple	271°C
0500°F	Brown/Purple	260°C
0480°F	Brown	249°C
0465°F	Dark Straw	241°C
0445°F	Light Straw	229°C
0390°F	Faint Straw	199°C

Figure 2. Tool Steel Color vs Temperature (Tool Steel and Heating, 2006).

Temperatures above 800 °F (427 °C) will produce incandescent colors, where the atoms in the steel are so energized by heat that they give off photons. Temperatures below 800°F (427 °C) will produce oxidation colors. As the steel is heated, an oxide layer forms on the surface; its thickness (and thus the interference

color as light is reflected) is a function of temperature. These colors may be used in tempering tool steel.

## Oxyacetylene

Oxy-fuel welding (commonly called oxyacetylene welding, oxy welding, or gas welding in the U.S.) and oxy-fuel cutting are processes that use fuel gases and oxygen to weld and cut metals, respectively. French engineers Edmond Fouché and Charles Picard were the first to develop an oxygen-acetylene welding machine in 1903.

Oxy-fuel is one of the oldest welding processes, though in recent years it has become less popular in industrial applications. However, it is still widely used for welding pipes and tubes, as well as repair work. It is also frequently well-suited, and favored, for fabricating some types of metal-based artwork. Oxy-fuel equipment is versatile, lending itself not only to some sorts of iron or steel welding but also to brazing, braze-welding, metal heating (for bending and forming), and also oxy-fuel cutting.

In oxy-fuel welding, a welding torch is used to weld metals. Welding metal results when two pieces are heated to a temperature that produces a shared pool of molten metal. The molten pool is generally supplied with additional metal called filler. Filler material depends upon the metals to be welded.

Acetylene ( $C_2H_2$ ) is a volatile fuel gas which stems from acetylene's triple carbon bond. This bond can hold a considerable amount of energy that releases when ignited. However, with the bond's unstable nature, it can suddenly explode unless it is kept at the proper pressure between 15 psi and 29.4 psi. Even sudden bumps and small shocks can cause an explosion. Because of the fact that oxygen is needed to sustain any flame, it also plays an



essential role in the use of all blowtorches. Oxygen acts as accelerant that helps the acetylene burn at a higher temperature. The oxyacetylene combination produces hotter flames than any other gas combinations. Oxyacetylene torch produces flame ranging from 5000 °F (2760 °C) to 6000 °F (3316 °C). Adding pure oxygen to the flame increases the performance of acetylene by more than 1000 °F (538 °C). (Howstuffworks, 2011)

## Related Studies

This research about the test of “Oxyacetylene welded joints in steel plates” gives the results of a series of tests of the strength of oxyacetylene welded joints in mild steel plates. The joints were welded by skilled workmen in a plant especially-equipped for oxyacetylene welding.

A study conducted by Herbert L. Whittemore entitled “The Strength of Oxyacetylene Welds in Steel” gives the results of tests of strength of welds made under repair shop conditions; it also gives a detailed discussion of the technique of welding with the oxyacetylene blow torch. Tests were made under three conditions of loading: (a) static load in tension (in a testing machine), repeated load (bending), and (c) impact in tension (in a drop testing machine).

The static tension tests give an index of the resistance of the welded joint to loads applied only a few times and without heavy impact, such as floor loads in warehouses and the dead loads on bridges. The repeated stress tests give an indication of the resisting power of the welded joint to loads repeatedly applied, such as loads carried by springs and carriage axles. The impact tests give an index of the ability of the welded joints to resist sudden heavy shock without complete rupture. High resistance to rupture under

impact load represents insurance against the sudden and complete failure of a part subjected to severe bending or stretching, rather than its stress- carrying ability. High resistance to rupture under impact is of importance in material for machine parts or for railway service.

Most grades of steel used as rebar are suitable for welding, which can be used to bind several pieces of rebar together. However, welding can reduce the fatigue life of the rebar, and as a result rebar cages are normally tied together with wire (Rebar, 2008).

Topcu and Karakurt (2008) of the Department of Civil Engineering, Eskisehir Osmangazi University, Turkey conducted an experimental study on the properties of reinforced concrete steel reinforcing bars (rebars) exposed to high temperatures. Samples used were 10 and 16 mm in diameter and 200 mm in length S220 and S420 reinforcement steel bars. Test specimens were subjected to 20, 100, 200, 300, 500, 800 and 950 °C temperatures in a high furnace for 3 hours, respectively. After the heating process, steels were cooled naturally down to room temperature. Consequently, tensile tests were performed to the steel rebars using universal tensile strength test machine of which the tensile strength, yield strength and elongation were determined for elevated temperatures. Test results showed that there was no significant reducing of tensile strength for both types of steel rebars up to 500 °C temperature. However, the tensile strength losses 51% for S220 and 85% for S420 steel rebars at 800 °C temperature exposure. The tensile strength also decreased with the highest temperature exposure of 950 °C, at 60% for S220 and 90% for S420. Based on the results, the remaining tensile strengths of S220 plain steel rebar is higher than S420 ribbed steel bars after high temperature exposure. The remaining strength of the steel rebars after 500 °C exposure were

seen lower than the design strengths of the steels. Possibility of complete strength loss at high temperature may happen when a structure is subjected to huge fire. On the other hand, the strength of the steel rebar in structures is influenced with the exposure time and type of fire depending on the heat transfer through concrete cover to steel parts.

It was observed that the elongation ratios were the same under elevated temperatures but S220 steel rebars have higher elongation ratios than S420 rebars. The S420 steel showed a brittle fracture behavior under elevated temperatures. This behavior is not sufficient for steel rebar in reinforced concrete. It can be presumed that after a fire inside the reinforced concrete building, the deflections of the structural members increase with the ductile behavior of the steel reinforcement at high temperatures. The elongation ratios slightly increased up to 300 °C, however above this temperature material became brittle with decrease of the elongation values. Elongation losses for both S220 and S420 steel rebars were 1.2% and 1.6%, respectively at 800 °C. Toughness of the material was also considered in the study, where it showed a decrease in value at elevated temperatures.

Lejano, et. al. (2006) investigated the effects of elevated temperature on the yield and tensile strengths of reinforcing bars embedded in rectangular concrete beams. Specimens used were 16mm, 20 mm and 25 mm diameter bars of 420 mm length arranged and distributed to a 200 mm x 200 mm x 500 mm concrete beams and 6 inches x 12 inches concrete cylinders. The bars were tied with a 5 mm-diameter stirrups to avoid misplaced during the pouring and rodding of concrete in the molds. The researchers had chosen three target strengths, 21, 28 and 35 MPa and the concrete cover was maintained at 40 mm. After curing for 28 days, the samples were air dried and heated in a furnace for eight (8) hours,

starting from a room temperature to 900 °C. After reaching the temperature of 900 °C, samples were heated for 1, 2 and 3 hours at the same temperature, after which were removed from the furnace and allowed to cool to room temperature. The samples were crushed and steel specimens were retrieved and subjected to tension test using Universal Testing Machine (UTM) and elongation was measured. Results showed that the yield and tensile strengths of the bars had decreased by as much as 45%. It was found out that the smaller the size of the rebars, the faster the decrease of yield and tensile strengths. It was also revealed that the longer exposure of the rebars to an average heat of 900 °C reduces the yield and tensile strengths even greater compared to shorter heating times of the steel bars. Larger rate of decrease were also shown in the yield and tensile strengths with concrete having lower strengths.

#### Definition of Terms

**Acetylene** is a colorless gas with a very distinctive, nauseating odor that is highly combustible when mixed with oxygen. It is very unstable if compressed to more than 15 psi.

**Alloy Steel** is a metal comprising mainly of iron and carbon with additional elements such as manganese, chromium, or vanadium thus exhibiting excellent properties.

**Brittle** is applied to materials that fail in tension or when there is little or no evidence of plastic deformation before failure. The material is liable to fracture when subjected to stress.

**Brittle fracture** has relatively little plastic deformation and crack is unstable such as ceramics, ice and cold metals.

**Concrete** is an engineering material made from a mixture of cement, water, fine aggregates and coarse aggregates, and a small amount of air which can be delivered to the jobsite fresh and capable of being poured, cast or molded that hardens to form a stonelike mass.

**Concrete masonry** is block and brick building units molded of concrete and used in all types of masonry construction. Concrete masonry is used for load-bearing and nonload-bearing walls; piers; partitions; fire walls; backup for walls of brick, stone, and stucco facing materials; fireproofing over steel structural members; firesafe walls around stairwells, elevators, and other enclosures; retaining walls and garden walls; chimneys and fireplaces; concrete floors; and many other purposes.

**Deformed Steel Bar** is a steel bar, the surface of which is provided, during hot rolling, with lugs or protrusions called deformation.

**Ductility** is a property of a material used to describe the extent to which a material can be deformed plastically without fracture. It is the material's ability to deform or stretch under tensile stress.

**Ductile fracture** has extensive plastic deformation ahead of crack and crack is stable that resists further extension unless applied stress is increased. Most metals (not too cold) have ductile fracture.

**Elongation** is the act of lengthening or the change in its size. It is a extension in the gage length of test specimen, measured after rupture, expressed as percentage of the original gauge length.

**Ferrite** is a soft and ductile material with a Brinell hardness of 90 and a diamond hardness of 170 with a 40 percent elongation in 5.08 cm specimen.

**Fracture** is the separation of an object or material into two, or more, pieces under the action of stress.

**Impact Load** is a force delivered by a blow as opposed to a force applied gradually. It is the dynamic effect on a structure, either moving or at rest, of a forcible momentary contact of another moving body.

**Ingot** is a mass of metal cast into some convenient shape for storage or transportation to be remelted later for casting or finished by rolling, forging, etc.

**Length** is a piece of straight bar without joint or weld, cut to a specified size.

**Nominal Diameter of a Deformed Bar** is the diameter of a deformed bar equivalent to the diameter of a plain bar having the same mass per meter.

**Pearlite** is harder and less ductile than ferrite but is softer and less brittle than cementite which has a Brinell hardness of 275 and a diamond hardness of 300. It has an elongation of 15 percent in a 5.08 cm specimen. In this state the steel is soft and workable.

**Reinforcing Bar** (Rebar) is also called **deformed steel bar** commonly used in reinforced concrete and reinforced concrete masonry structures. It is usually formed from carbon steel with ridges for better mechanical anchoring into the concrete.

**Reinforced Concrete** is a concrete in which steel reinforcement bars or fibers have been incorporated to strengthen a material that would otherwise be brittle.

**Resistance** is a force that tends to oppose or retard motion.

**Rupture Strength** is the strength of the material at rupture. It is also called the breaking strength.

**Stress** is a force per unit area.

**Tensile strength** is the ability of a material to resist a force that tends to pull it apart which is expressed as the minimum tensile stress needed to split the material apart. It is the value obtained by dividing the maximum load observed during the tensile straining until failure occurs, by the nominal specimen cross sectional area before straining, also called the ultimate strength.

**Tension Test** is a destructive test in the sense that the specimen is finally broken or fractured into two pieces in which a universal testing machine is capable of applying that load to break the material.

**Yield Point** is the point at which the material will have an appreciable elongation or yielding without any increase in load.

**Yield Stress** is the stress reached when a specimen is loaded beyond the elastic limit and the material starts yielding. It is the minimum stress required to create permanent deformation in metal.

**Universal Testing Machine (UTM)** is used to test the tensile, compressive and bending properties of materials.

**Welding** is a process that joins materials, usually metals or thermoplastics, by causing coalescence. This is often done by melting the workpieces and adding a filler material to form a pool of molten material that cools to become a stronger joint. (Welding, 2002).

### Statement of the Problem

Deformed steel bar subjected to oxy-acetylene heat is believed to have a lower tensile strength compared to steel bar which had not undergone heating. The main objective of this study is to compare the tensile strength between the two steel bars; thus, the researcher tried to seek answers to the following questions:

1. Is there a significant difference in the tensile strength of steel bar subjected to oxyacetylene heat with varied time and steel bar not exposed to heat?
2. Is there a significant difference in the tensile strength of steel bar subjected to oxyacetylene heat with varied diameter and steel bar not exposed to heat?

The variables used in this study are the varied time of oxy-acetylene heat exposure and the different sizes of bars. In order to have a basis of comparison, deformed steel bar samples not exposed to oxy-acetylene heat were used as control.

### Significance of the Study

Concrete is a material that is very strong in compression but weak in tension. To compensate the weakness of concrete, reinforcing bars are used to carry the tensile load. Thus, it is called as reinforced concrete. However, reinforced concrete may also fail

due to inadequate strength or due to a reduction in its durability. Oxyacetylene heating of steel bar reinforcement is a common practice in some construction sites.

This study is intended to raise awareness of construction steelworkers as well as construction engineers on the effect of heating the steel bar reinforcement to its tensile strength and ductility.

### Scope and Limitation of the Study

This study was limited to testing the tensile strength of steel bars which have a diameter of 16 mm, 20 mm, and 25 mm. The steel bar used in this study is grade 33 available at local construction suppliers in Ozamiz City. The strength was tested by the use of the universal testing machine only. After heating, group of bars was cooled down to ambient temperature. Testing of the tensile strength was excluded while the steel bar was in the verge of heat.

## **2. Methodology**

### Research Method

The method used in this study was purely experimental. In order to get the data needed to study the significant difference on the tensile strengths subjected to oxy-acetylene heat, experimental procedures were performed. The data gathered from the tests were used for analysis and investigation.



## Research Procedure

### Materials

The materials used in this study were grade 33 type of steel bar which have varied diameters such as 16 mm, 20 mm and 25 mm. The said materials were cut at a length of 400 mm.

### Preparation of Specimen

Nine (9) groups of specimen were prepared with three (3) samples per specimen and these were heated at varied time, such as thirty seconds; one minute and thirty seconds; and 3 minutes. Since the researchers employed the experimental research method, they used a controlled group which was not heated and composed of three (3) samples for each diameter bar size.

### The Heating Process

1. Each diameter type consists of 9 samples.
2. The materials were subjected to an oxy-acetylene heating in three different time variables: 30 seconds; 1 minute and 30 seconds; and 3 minutes. There were three (3) test samples for each bar diameter in three different time of heat exposure.
3. Each bar sample was laid horizontally with metal supports at both ends and passed with oxyacetylene heat from one end to the other.
4. The time of heating was observed to ensure that there was a proper distribution of heat to the entire length of steel sample.
5. To maintain the heat given off by the oxy-acetylene flame, the pressure gauge of the acetylene was kept at 14

psi while that of the oxygen was maintained at 75 psi throughout the heating process.

6. A cutting tip was used, and attached to the regulators with the oxyacetylene fuel, to heat the bars.
7. After cooling, the samples were labeled and marked with securely attached tag before tensile strengths were determined.

### Tension Testing of Steel Samples

1. Procedure for tension test of steel bar shall conform to AASHTO Designation T68-86.
2. Once the preliminary procedures were finished, the test samples will be placed at the UTM (universal testing machine) one by one and its tensile strength and elongation were measured. A continuous tensile load was applied by the Universal Testing Machine (UTM) until the specimen breaks while the load-deformation diagram of the test can be observed from the computer monitor.
3. After the tension test, the broken steel samples were placed back together and thier elongation was measured.
4. Results obtained in the test were collated and tabulated.
5. Data of test results were treated statistically.

### Statistical Analysis

1. Tensile Strength

$$\sigma = \frac{P}{A}$$

Where:

$\sigma$  = tensile strength in  $\text{N/mm}^2$

$P$  = the maximum load applied to the test sample in  
N

$A$  = cross-sectional area of test sample in mm

## 2. Statistical Treatment

Mean =  $\sum \sigma / n$

Where:

$\sigma$  = tensile strength

$n$  = number of samples

Standard Deviation

$$SE_{\bar{x}} = \frac{s}{\sqrt{n}}$$

Applying Anova

$\bar{X}_1, \bar{X}_2$  = Sample Mean

$n$  = Sample size

$H_0$  = Null hypothesis

$H_1$  = One or more means are different from the  
others

$$F = \frac{S_b^2}{S_w^2}$$

Where:

$S_w^2$  = within-group variance

$S_b^2$  = between-group variance, which measures the  
variation between the means of the various  
groups

$F$  = test statistic

### 3. Results and Discussion

#### Tensile Strength of Unheated and Heated Steel Samples Cooled to Ambient Temperature

Table 4.1.1 to Table 4.1.3 list the mean tensile strength of the various bar diameter considered in this study, unheated and heated for 30 seconds, one minute - 30 seconds and three minutes, air cooled to ambient temperature. These values were arrived by getting the average of the tensile stresses for each specimen.

Table 4.1.1 Tensile strength of 16 mm diameter bar heated with varied time and cooled at ambient temperature

Specimen No.	Tensile Strength, MPa			
	0-minute heat exposure	30-second heat exposure	1-minute & 30-second heat exposure	3-minute heat exposure
1	528.40	537.60	544.40	517.60
2	528.00	540.70	516.70	529.80
3	521.90	499.50	521.70	519.20
$\bar{X}$	<b>526.10</b>	<b>525.93</b>	<b>527.60</b>	<b>522.20</b>

The tensile strength of the 16 mm Ø deformed bar decreases by about 0.74 % during the three minutes time of oxyacetylene heat exposure.

Table 4.1.2 Tensile strength of 20 mm bar diameter heated with varied time and cooled at ambient temperature

Specimen No.	Tensile Strength, MPa			
	0-minute heat exposure	30-second heat exposure	1-minute & 30-second heat exposure	3-minute heat exposure
1	537.50	646.20	646.80	649.60

2	648.90	645.50	536.10	649.30
3	648.00	534.70	533.70	644.70
$\bar{X}$	<b>611.47</b>	<b>608.80</b>	<b>572.20</b>	<b>647.87</b>

It can be shown also that there was a 6% increase in the tensile strength of the 20 mm Ø heated for three minutes but a decrease by 0.44% for the 30 seconds time of heating and 6.4 % decrease after heating for one minute and 30 seconds compared to the unheated bar.

Table 4.1.3 Tensile strength of 25 mm bar diameter heated with varied time and cooled at ambient temperature

Specimen No.	Tensile Strength, MPa			
	0-minute heat exposure	30-second heat exposure	1-minute & 30-second heat exposure	3-minute heat exposure
1	569.50	574.40	577.40	576.50
2	568.20	581.20	574.80	579.50
3	568.00	569.40	579.20	579.70
$\bar{X}$	<b>568.57</b>	<b>575.00</b>	<b>577.13</b>	<b>578.57</b>

For the 25 mm Ø steel bar, it can be shown that there was an increase in tensile strength of about 1.13% within the 30 seconds time of heating and continued to increase by as much as 1.5 % and 1.75% when heated for 1.5 minutes and 3 minutes respectively.

Analysis of Variance of Tensile Strength with Varied Diameter and Heating Time, Cooled at Ambient Temperature

Table 4.2.1 Tests of between-subjects effects in the ambient temperature

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
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Corrected Model	52187.456(a)	11	4744.314	4.297	.001	.663
Intercept	11701302.5	1	11701302.51	10597.374	.000	.998
diameter	43365.494	2	21682.747	19.637	.000	.621
Time-heat	2600.448	3	866.816	0.785	.514	.089
diameter * time-heat	6221.515	6	1036.919	.939	.486	.190
Error	26500.080	24	1104.170			
Total	11779990.0	36				

R Squared = .509

The table above showed that the tensile strength has a significant difference with respect to the three diameters and also the tensile strength has significant difference to the time of heating. However, the diameter of the steel bars has the higher effect to the tensile strength than the time of heating. This is indicated in the sig. column which is less than 0.05.

Table 4.2.2 Multiple comparisons between diameters in the ambient temperature

Diameter, mm (I)	Diameter, mm (J)	Mean Difference (I – J)	Sig.
16	20	-84.625(*)	.001
	25	-49.358(*)	.000
20	16	84.625(*)	.001
	25	35.267	.140
25	16	49.358(*)	.000
	20	-35.267	.140

\* The mean difference is significant at the .05 level

In the multiple comparison table, there is a significant difference in the tensile strength of those with respect 16 mm, 20 mm and 25 mm bar diameter. But there is no significant difference between the 20 mm and 25 mm bar diameter.

Table 4.2.2 Multiple comparisons with respect to time heat and cooled in the ambient temperature

Diameter, mm (I)	Time heat (J)	Mean Difference (I – J)	Sig.
unheated	30 seconds-heat	-1.200	1.000
	1 minute- 30seconds-heat	9.733	.998
	3 minutes-heat	-14.167	.994
30 seconds-heat	unheated	1.200	1.000
	1 minute- 30seconds-heat	10.933	.997
	3 minutes-heat	-12.967	.996
1 minute- 30second-heat	unheated	-9.733	.998
	30seconds-heat	-10.933	.997
	3 minutes-heat	-23.900	.892
3 minutes-heat	unheated	14.167	.994
	30seconds-heat	12.967	.996
	1 minute- 30seconds-heat	23.900	.892

\* The mean difference is significant at the .05 level

Under the ambient cooling, different temperature seems to have same effect to the tensile strength. The tensile strength for 16 mm bar diameter was observed to be lower when heated at 3 minutes while it increases for bars of 20 and 25 mm diameter. This shows that the tensile strength of the steel bar is influenced by the time of exposure to heat and the heat transfer or absorption with respect to the size of the bar.

## Estimated Marginal Means of Tensile Strength

$\sigma$  MPa

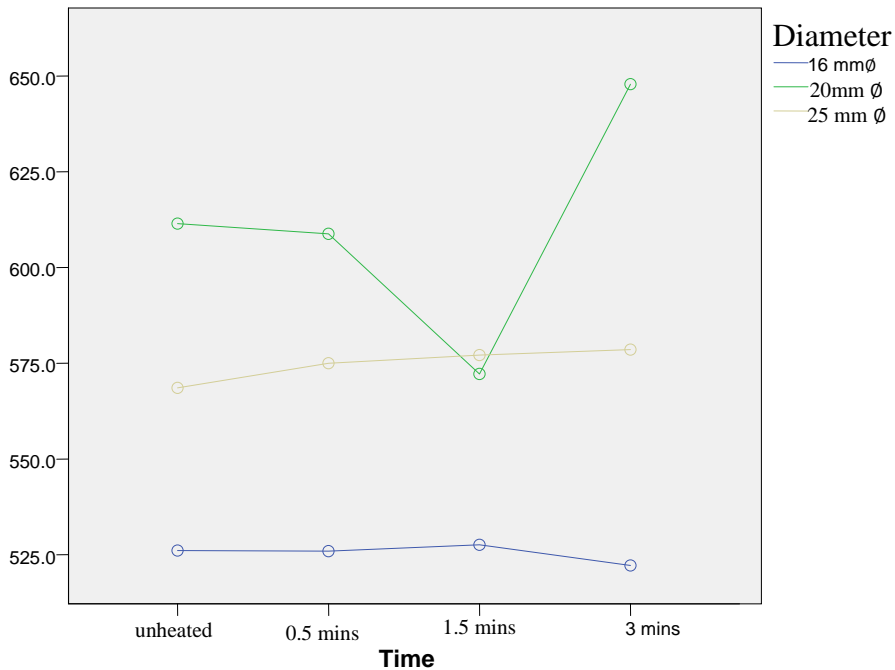


Figure 3. Graph of tensile strength against time of exposure to oxyacetylene air cooled to ambient temperature

The graph showed the tensile strengths of the various diameters of steel bars with respect to time of heating compared to the unheated bars.

Tensile Strength of Unheated Steel Sample and Steel bar Subjected to Oxyacetylene Heat with Varied Diameter



Table 4.4.1 Average tensile strength of unheated and heated steel sample cooled at ambient temperature

Bar diameter, mm	Tensile Strength, MPa			
	0-minute heat exposure	30 seconds heat exposure	1.5 -minute heat exposure	3-minute heat exposure
16	526.1	525.93	527.6	522.2
20	611.5	608.8	572.2	647.9
25	568.6	575.0	577.13	578.6

Table 4.4.1 summarized the average tensile strengths of the various bar diameters exposed to varied time of heating cooled to ambient temperature and not exposed to heat. Statistical data showed that there is no significant difference in the tensile strength for 16 mm, 20mm and 25 mm bar diameter not exposed to heat with those bars exposed to heat with varied time. There is a significant difference in the tensile strength for steel bars with varied diameter between the unheated and those exposed to oxyacetylene heat for 30 seconds, 1.5 and 3 minutes. It was also observed that the steel bars have a brittle fracture with the increase of exposure time to oxyacetylene heat.

#### 4. Conclusions and Recommendations

##### Conclusions

Based on the test results and with respect to the analysis of all the data gathered, the researchers arrived at the following conclusions:

1. Reinforcing steel bars loose strength when subjected to oxyacetylene heat. The size or diameter of the steel bar has a higher effect on the tensile strength than the time of heating.

2. The tensile strength of the heated steel bars, air cooled to ambient temperature decreases when the diameter is small. The 16 mm Ø steel bar suffers a larger percentage of decrease than the 20 and 25 mm bar during the three-minute heating.
3. Reinforcing steel bars when heated with oxyacetylene torch up to its bending condition (cherry red or very slight red from fig. 2.2), though found to be lower in tensile strength compared to the non-heated steel bars, have a tensile strength within acceptable limits based on the Philippine National Standard Specification for concrete reinforcing bars. However, steel bars exposed to heat or overheated steel bars may become brittle and if used to reinforce structures may break immediately without warning or yielding when the structure is overloaded.

## Recommendations

Based on the results and conclusions, the following recommendations were drawn:

1. Chemical analysis may be conducted too or product analysis to check the carbon content of the material for field engineers to know if the steel bar is weldable or heating at site is tolerable.
2. Testing of reinforcing steel bars prior to use should be conducted to verify the actual yield and tensile strengths of the steel bars, and adjustment on the design computation can be done based on the actual yield and ultimate strengths.
3. Oxyacetylene heating of reinforcing steel bars should be avoided as much as possible since it lowers the tensile strengths of the steel bars. If oxyacetylene heating of steel bars cannot be avoided due to time limitation of project implementation, it should not be exposed to heat for a longer period of time to avoid brittleness of the steel bars.

4. Hot bending should be approved by the designer before bending and be fully supervised to ensure that there is no overexposure to heat and it is not cooled by dowsing in water.
5. Further studies using bigger diameter of bars with same grade should be done on this area to verify and refine the findings of the researcher.
6. Temperature of oxyacetylene flame should be taken and noted in the next experiment.
7. Higher grade of steel bars should be used for further study since these bars are usually used in high rise structures, bridges and other major structures and the ultimate strengths should be checked whether steels of higher grade such as 40 and 60 will also give similar results.
8. The behavior/deformation of steel bar such as yield and shrinkage or expansion when exposed to high temperature maybe considered for further studies.
9. Increase the time of heating to more than 3 minutes or until the steel bar reached its bending condition depending on the steel bar diameter.

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# **CCS VPS (Virtual Private Storage) of La Salle University, Ozamiz City**

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## **Abstract**

The File Handling System of the Computer Laboratories of the College of Computer Studies in La Salle University, Ozamiz City is not that intensive and has not been using any advanced file handling systems. The students and faculty members who've been using different computers encountered several problems such as loss of documents, corrupted files, widespread of computer viruses and unsecured files that lead to the copied exercises because of these, most often, delays in doing computer exercises and the reliability of the created files occurs.

To address this problem the researchers have created the CCS VPS (Virtual Private Storage) of La Salle University, Ozamiz City that would help to fully utilize the extent to which computers are capable of. Thus, allowing the students to be more productive; the teachers to have longer coverage since repeating of exercises would be minimized and the rating of each exercises/activities would be more accurate per students since copying of exercises would be minimized if not eliminated.

## **1. Introduction**

### **Rationale of the Study**

Networking perhaps started when telecommunications itself starts to bloom. Nowadays, people had been using devices or middle wares to communicate or transmit messages from one person to another or from one location to other places.



According to Kirch and Dawson, during the Stone Age, people may have used drums to transmit messages between individuals. They cited a situation such as “Suppose caveman A wants to invite caveman B over for a game of hurling rocks at each other, but they live too far apart for B to hear A banging his drum. What are A’s option? He could 1) walk over to B’s place, 2) get a bigger drum, or 3) ask C, who lives halfway between them, to forward the message. The last option is called *Networking*.” (Kirchand Dawson, 2000).

A lot of organizations have come a long way from the primitive pursuit and devices of forebears. Nowadays, computers were able to talk to each other over vast assemblages of wires, fiber optics, and the like, to exchange data and this is through the use of networks.

All communication and series of data being handled in a computer can be saved, edited, and passed through one computer to another computer through networks.

A series of information stored in a computer becomes a file. A file is a block of arbitrary information, or resource for storing information, which is available to a computer program and is usually based on some kind of durable storage (“Computer [File](#)”, 2009).

In a certain institution, information exchange is very important since it enables the teacher to acquire additional knowledge in their field of specialization. There are a lot of files being stored in a certain computer, so there should be a way to organize or manage such files.

A directory is used for managing files. A directory is really just an easy way to look things up. There are directories

everywhere. When you look up a number in your phonebook, you are using a directory. When you organize the files and folders on your computer, you are using a directory. (Walter Glenn, 2004).

Directories are most often developed for a particular application. Developers of these directories have no real incentive to provide integration with other systems. However, administrators and users who were faced with ever increasing amounts of work did have a real need for all these separate databases to be able to work together and be managed as a single unit. Many organizations have come to realize how important organizing data and files is; thus, they need to participate in the development of these systems and applications.

La Salle University, being one of the leading Universities in Ozamiz City always strives to find ways and means to provide its students the best facilities and excellent customer service. Thus, the institution as well, wants its faculty members to be the best that they can be, therefore it provides its faculty all the necessary equipments to communicate to the world and gather information. The institution doesn't only focus to the media used for communication but most importantly to the files and the ways they are managed. However, in spite of the untiring efforts of the University to improve its services, it still lacks the mechanism to have a desirable file handling systems in the computer laboratories. A faculty as well as students encounters different difficult instances with regard to file handling.

In CCS Computer Laboratories, a student's file is being saved in the unit's hard drive by creating their personal folders. However, there are a lot of instances that their files or folders are being deleted, copied or edited by another student, since one unit can be used by another student enrolled in different classes. And since the laboratories can also be used as internet stations during

3:00 – 5:00 in the afternoon of MWF, any student can easily modify the files on that certain unit. On the other hand, the teacher's evaluation to student's performance may also be affected especially if the given activity/problem is due two to three days. Furthermore, teacher's class progress may also be affected since the teacher needs to consider the student's files that are lost or edited, giving the students additional time to retype or redo the task given to them. Continuing to operate in this kind of environment can hinder student's maximum learning capabilities. Therefore, there is a great need to create a system that will handle all the student's file through deploying a central storage where students' files are made secure and inaccessible to other students.

The researchers having been teachers in the College of Computer Studies for several years now, have been witnessing on how poor the file handling activities are currently employed.

#### Review of Related Literature

There are several directory services and standards used on networks today. These include (but are not limited to)

**Novell Directory Services (NDS)** NDS is the directory service used for Novell Netware networks and complies with the X.500 standard. (Novell eDirectory, 2010). An example of an institution that uses NDS is the Mindanao State University – Iligan Institute of Technology, in Iligan City. They mainly used the said system for file sharing.

The proponents have taken the idea on how a directory or files can be shared in a network just like using the NDS used.

**Active Directory** Active Directory is integral to Windows 2000– and Windows Server 2003–based networks. It was designed

to comply with the LDAP standard. ([Active Directory](#), 2010). An example of an institution that uses Windows 2003 server Active Directory is the Cebu Institute of Technology (CIT), in Cebu City. CIT uses the active directory to give each student a private account where he/she can save his/her files.

The proponents would make use of the idea using active directory in a way that each student would also have their private account that is usable not only in one computer but in any other computers within the computer laboratories network.

**LDAP** is an [application protocol](#) for querying and modifying data using [directory services](#) running over [TCP/IP](#). ([LDAP](#), 2010).

The proponents have taken the idea on how to modify data using different services.

**Apache Directory** is an embeddable directory server entirely written in Java, which has been certified LDAPv3 compatible by the Open Group. Besides LDAP it supports Kerberos 5 and the Change Password Protocol. It has been designed to introduce trigger, store procedures, queue and view to the world of LDAP which has lacked these rich constructs. ([Apache Directory](#), 2010).

**Remote Authentication Dial In User Service (RADIUS)** is a networking [protocol](#) that provides centralized Authentication, Authorization, and Accounting ([AAA](#)) management for computers to connect and use a network service. RADIUS was developed by Livingston Enterprises, Inc., in 1991 as an access server authentication and accounting protocol and later brought into the [IETF](#) standards. ([Remote Authentication](#), 2010).

## Theoretical Framework

Designing a CCS Virtual Private Storage necessitates the use of some theories which are mentioned below.

First, Star networks. It is one of the most common computer networking topologies. It is one of the simplest networking structures that consist of one central switch that is used to transmit messages. The nodes/computers are connected to one another through a transmission line because of this structure network failure is reduced. An *active* star network has an active central node that prevents echo-related problems. ([Star Network](#), 2010).

Another important tool to be used is the Domain Controller. The Domain Controller is in charge of the permissions/authentication of users accessing the system using a username and password. This protects the files from a certain user from unauthorized access.

Lastly, is the Server Message Block. The Server Message Block or SMB also known as Common Internet File System provides shared access to files and several machines connected to the network. Since all files are stored on a single server, the researchers make use of the SMB protocol to access files from the local computer, which is the client, to the server. The SMB protocol operates at the application layer which is used to provide access to files, printers, etc. SMB servers are best-known in sharing their file systems and other available clients to the network. ([Server Message Block](#), 2010).

In this light, the researchers hoped that through this study, the CCS VPS of La Salle University maybe analyzed and developed to solve the problems encountered by the different laboratories of the College of Computer Studies.

## Statement of the Problem

This study aimed to develop a file handling system for students of College of Computer Studies at La Salle University, Ozamiz City. Specifically, the study endeavored to answer the following questions:

1. What is the current status of the existing file handling system of the college laboratories?
2. What are the problems encountered by the following respondents with respect to the laboratories file handling mechanisms:
  - a. Teacher
  - b. Students?
3. Based on the findings, what possible system could be used to solve the existing problems?

## Significance of the Study

The expected output of the study therefore would be beneficial to the following:

- **Students.** A single student enrolled in computer courses can have at most 1GB of free disk space. This disk space may be used in saving a file(s) and can be used in another computer. A non-CCS student cannot freely use the facilities in the open lab without proper authorization; thus, CCS students would be prioritized.
- **Faculty.** The faculty can be more accurate in evaluating a students' performance since copying of file(s) is minimized, if not eliminated. A student can no longer access another students' folder since it needs authentication. Another thing is, USB ports are disabled and students cannot copy a file to

their flash drives without authorization from their respective teachers.

- **OpenLab Administrator.** Virus threats are minimized which may destroy installed application software's or even the Operating System.

## Scope and Limitation

The study focused on the file handling of the computer laboratories of La Salle University, Ozamiz City. Particularly, the laboratories involved on the study are LS211, LS 212, LS 213 and LS 215 only. Other laboratories that are beyond the scope mentioned are no longer part of the study. Moreover, this study is a preliminary process in improving the file handling system currently used in the college.

## 2. Methodology

This study made use of the descriptive method of research for such involved the current status of the system. Such process produces answers to questions pertaining to the steps involved in making the VPS of the College of Computer Studies in La Salle University. Furthermore, it also provided for the description, interpretation and analysis of situations and practices that are involved in the current file handling process of which serves as the basis for the design and development of an enhanced file handling system.

The research flow of this study is presented on Figure 1. It presents the necessary processes which the researchers undertake in order to design and develop a VPS for the College of Computer Studies.

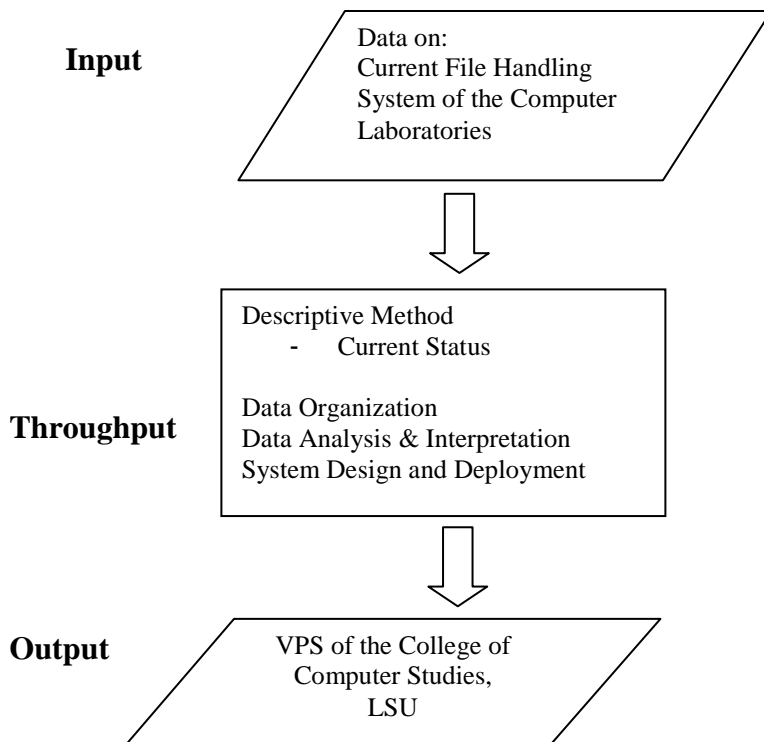


Figure 1. Research Flow of the Study

## Research Environment

The study was conducted at the College of Computer Studies of La Salle University, Valconcha Street, Ozamiz City during the First Semester of School Year 2009-2010.

The College of Computer Studies is a servicing college providing all students the basic knowledge regarding Information Technology through IT 1 or COM 1 subjects.



## Research Respondents

The main respondents of this research were students, who are enrolled in a computer subject and the 11 CCS faculty members. The respondents were randomly chosen. The researchers made use of the Sloven's formula in getting the appropriate member of the needed respondents. The Slovene's formula is shown below.

$$n = \frac{N}{1 + N e^2}$$

where, N is the size of the population

n = size of the sample, e is the margin of error

After the result of the above formula, the number of respondents was identified. The table below shows the total number of respondents.

Respondent	Total population	Number of respondents
CCS STUDENTS	279	164
NON – CCS STUDENTS (enrolled in computer subjects)	404	200
CCS FACULTY (for interview)	11	11

## Research Instrument

Data were gathered with the use of researcher-made questionnaires both for the survey a 10- item the interview guide questions. An interview was conducted in order to know what particular data the researchers would need in the development of the system. Furthermore, the researchers underwent a thorough analysis as to experiences and observations regarding the present system that helped in the realization of this study.

## Research Procedure

**Gathering of Data.** A questionnaire was given to randomly selected students in order to gather data. (See Appendix for the questionnaire). The questionnaire was personally administered and collected from students by the researchers. This was done to ensure accurate collection of data if ever students have doubts regarding the questions found in the questionnaire. Another way of getting the data was by allowing the students to answer the questionnaires through the website; the questionnaires were uploaded in the website and were accessible to the selected students.

The responses gathered were classified and tallied for tabular presentation. All data were presented using percentage and means.

To gather additional information, interviews to some students and faculty were done by the researchers using the interview guide. This was done to ensure and strengthen the correctness of the gathered data through the survey form from the experiences of the faculty handling computer subjects.

**Treatment of Data.** Data gathered were analyzed and synthesized to tailor to the objectives of the study. The problems in the file handling process which can be resolved by the implementation of the VPS for both teachers and students were scored by arranging systematically the frequency of the responses. The computation of the weighted mean was executed to arrive at the quantitative value for the qualitative categories of the scale. The following shows the assigned definitive value to its qualitative category:

Qualitative Category	Quantitative Value
Always	3
Seldom	2
Never	1

To get the weighted mean, the frequency under each category was multiplied by the corresponding numerical weight. The sum of the products divided by the total frequency of the each area is the weighted mean. The formula to get the weighted mean is as follows:

Where:

$$\mu = \frac{\sum fx}{n}$$

$\mu$  = weighted mean

x=indicator (weight)

f = frequency

n= number of cases

#### Scoring Procedure

The ranges for each scale are:

Qualitative Category	Range
Always	2.30 - 3.00
Seldom	1.70 - 2.29
Never	1.00 – 1.69

### 3. Results and Discussion

To answer the first problem of the study, here is the narrative flow of the current file handling system used in the CCS laboratories.

The existing file handling system of the computer laboratories simply relies much on each computer. Each student in

every laboratory subjects, creates his/her own folders where all of his/her files (activities and other documents) are saved. It is up to the student whether he/she will put some password as security measure to his/her files. And because of this, anybody can just simply open such folder, modify its content and worst, permanently delete the file.

Based on the above narrative flow, the proponents came up with a proposed Virtual Private Storage System using the latest technology that is geared towards the enhancement of the existing one.

Based from the research questionnaire done by the proponents the following results were achieved:

The questionnaire is composed of three options in every question and in order to specify the importance of the research, data collected were then interpreted. The table below determines the range of the qualitative data collected.

Q NUM.	ALWAYS		SELDOM		NEVER		RANGE
1	180	49.45%	182	50%	2	0.54%	<b>2.49- Always</b>
2	97	26.65%	142	39%	125	34.35%	<b>1.92- Seldom</b>
3	98	26.92%	158	43.41%	108	29.67%	<b>1.97- Seldom</b>
4	0	0%	63	17%	301	83%	<b>1.17- Never</b>
5	121	33.25%	142	39%	101	27.75%	<b>2.05- Seldom</b>
6	141	38.74%	131	35.98%	92	25.27%	<b>2.13- Seldom</b>
7	364	100%	0	0%	0	0%	<b>3.0- Always</b>

8	364	100%	0	0%	0	0%	<b>3.0- Always</b>
9	364	100%	0	0%	0	0%	<b>3.0- Always</b>
10	364	100%	0	0%	0	0%	<b>3.0- Always</b>

In the above table, it showed how many of the respondents had answered the ordinal range in every question and in totality, every one of them responded to the need of having a virtual private storage. Moreover, 39% of the respondents said that the saved files had been modified in one way or another. And 100% of the respondents said that computers were infected by viruses and worms, thus 100% of the respondents wanted to have a convenient and secure way of saving files by having a mobile flash drive or a personal account accessible to all computer laboratories that cannot be accessed by anybody else.

#### **4. Conclusions and Recommendations**

##### **Conclusion**

After having studied and analyzed the existing file handling system of the CCS Laboratories of La Salle University, Ozamiz City, the proponents came to the following conclusions:

1. The CCS Laboratories have not used any advanced file handling processes or system. No proper storage of files for students' laboratory activities and exercises. With such event, some files can be easily modified by other students who can as well use the computer facilities and worst can delete such files.

2. The existing file handling system can generate more computer viruses since using of USB flash drives is usually done.
3. The existing file handling system must be enhanced through the CCS VPS allowing the students and faculty members to use the full capability of computers and decrease if not eliminate several problems experienced in the laboratories.

### Recommendations

Though an enhanced file handling system that would be called VPS can be employed, the proponents would like to recommend some further improvements to the system as follows:

1. Improve on the maintenance aspect; virus scanning should be done occasionally.
2. Unnecessary files should be deleted occasionally.
3. Bigger hard disk space should be provided to cater the increasing number of students.

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# **Trimetric Determination of Chloride Ion Concentration in Various Drinking Fountains in LSU-Ozamiz**

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## **Abstract**

An analysis on the concentration of chlorides in the drinking fountain of La Salle University was done at the La Salle Chemistry Laboratory. In the analysis, the Mohr's Method which is an accurate, reliable and widely used analytical method to determine the chloride ion concentration present in drinking water was used. Results revealed that the nine (9) water samples collected in the different drinking fountains in La Salle University – Ozamiz, can be grouped into three (3) subsets. Subset 1 are those samples from drinking stations 7 and 8, subset 2 from stations 2, 3, 4, & 9; and subset 3 from stations 1, 5 & 6. It also revealed that the p value is  $< 0.05$ ; there is a significant difference between the different sampling sites and their chloride ion concentrations. Furthermore the chloride ion within the drinking fountain in La Salle University – Ozamiz is less than maximum limit of 250 mg/L set by the USEPA and commercial mineral water of 80 mg/L.

## **1. Introduction**

Water plays a vital role in living organisms that without it, life on earth is impossible. The failure to take note of what kind of water one drinks can introduce a variety of contaminants into the body that can have serious long-term health effects. Oxidizers like chlorine as well as other contaminants that might be present should be identified to assure the safety of the consumers of the very important life sustaining substance.



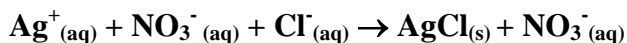
Chlorine is a chemical element not found directly in nature but it is obtained mainly by the oxidation of salt in water through electrolysis.

Chlorine is poisonous and harmful to humans as well as to the environment. It is so harmful that it creates wastes such as PCB's and CFC's into water and lands. Polychlorinated biphenyl (PCB's) is so harmful that could cause birth defects and depressed immunity. Chlorofluorocarbons (CFC's) cause poking large holes in the ozone layer.

Chlorinated drinking water's chief benefit is the protection of public health through the control of waterborne diseases such as typhoid and cholera. In trace amount, it is an important electrolyte in the body as it forms ionic bond such as in sodium chloride, potassium chloride and etc. But, when mixed into drinking water, it could destroy bacteria.

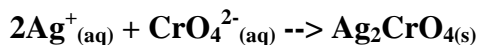
As cited in the research on Chlorine's Health Effects, although chlorine is widely used to disinfect water it also produces Carcinogenic traces. It has been studied that chlorinated water may double the risk of the bladder cancer.

One of the most effective ways to determine the chloride ion concentration of a solution is the titration method with silver nitrate. As the silver nitrate solution is slowly added, a precipitate of silver chloride forms as shown in the ionic equation below.



The indicator used is dilute potassium chromate solution. When all the chloride ions have reacted, any excess silver nitrate added will react with chromate ions to form a secondary precipitate

with a red-brown color. This procedure is known as Mohr's method.



The procedure described here for drinking fountain from LSU may also be applied to water samples from various other sources to determine the relative concentrations of chloride ions in, e.g., stream water, river water, estuary water.

### Statement of the Problem

At the end of this study, the researchers would like to answer the following questions:

1. What is the concentration of chloride ion in the drinking fountains in La Salle University - Ozamiz as compared to commercial mineral water?
2. Is there a significant difference of the chloride ions among the different sampling sites of drinking fountain in La Salle University – Ozamiz?
3. Is the amount of chloride ion in the drinking fountain within the limit of a potable drinking water?

### Significance of Study

The primary goal of this research was to determine the concentration of chloride ions and provide baseline information regarding the quality of the drinking water relative to the parameter analyzed.

## Scope and Limitations

This research aimed to generate information of the water quality primarily the chloride ions present in the drinking water within the selected LSU drinking fountains and establish information for its present condition.

## Review of Related Literature

Chlorine is a chemical element (symbol Cl) belonging to the halogen family, with an atomic weight of 35.457. In nature, chlorine is found only as combined chlorine ion ( $\text{Cl}^-$ ), with a valence electron of -1 (Chang, 2003). It makes up about 1.9% of the mass of seawater. Most chlorine salts are highly soluble in water, that's why they are rich in dry climate or deep underground. Chloride ion is abundant in nature and necessary to most forms of life, including human. Chlorine ( $\text{Cl}_2$ ) does not exist naturally, but can be produced through electrolysis of NaCl dissolved in water or by the hydrogen chloride oxidation process (White, 1999).

Chloride ion is one of the major ions in water and sewage. The salty taste it produces is variable and depends on what other components the water has. When water contains 250 mg/L of chloride and sodium ions are present in water it may have a detectable salty taste. On the other hand, water may not taste salty if calcium and magnesium ions are present in it and chlorine ions may reach as much as 1000 mg/L (Adams, 2001).

Any increase of  $\text{Cl}^-$  in water would suggest contamination. High concentrations can be damaging to metal pipes and structures, as well as to agricultural crops (Adams, 2001).

In its liquid and solid forms, chlorine is a powerful oxidizing, bleaching, and disinfecting agent. In its gaseous and

liquid forms, it is commonly used to inactivate microbial pathogens found in drinking water supplies (Curlin et. al, 1991).

Drinking water sources are often contaminated with a variety of pathogenic organisms that include viruses, bacteria and protozoa that could be responsible for outbreaks of waterborne diseases. The primary purpose of chlorinating drinking water is disinfection. The introduction of drinking water treatment early in 20<sup>th</sup> century, including disinfection with chlorine, reduced the rates of illness and death from waterborne pathogens (Cutler and Miller, 2005).

Only a small percentage of chlorine is utilized in water treatment. Chlorine is the most commonly used disinfectant in the world for treating drinking water (WHO, 1997). The use of chlorine in the treatment of drinking water play a major role in reducing or even eliminating waterborne diseases (Bull, 2000). Chlorine can be also added to water to prevent algal, fungal, and bacterial growth to control the slime growth, restore well capacity, control taste and odors and disinfect water (White, 1997).

Almost all natural waters contain chloride ions. Their concentrations may vary according to what mineral it presents. In small amounts they are not significant. In large concentrations they present problems. Usually chloride concentrations are low. Low to moderate concentration adds palatability to water. Excessive concentrations can make water unpleasant to drink (USEPA, 1992). Furthermore, the USEPA recommends a maximum concentration 250 mg/L for chloride ions in water. This upper limit has been set for the chloride ions, though at this limit few people will notice the taste. Higher concentration may indicate possible health effects and pollution.

## 2. Methodology

### Research Method

This study used the experimental method in determining the chloride ion concentration in the different water stations in La Salle University- Ozamiz.

#### *Determination of Chloride by Mohr's Method*

##### A. Preparation of the Laboratory Apparatuses and Chemicals.

The following apparatuses and chemicals are required to do the chloride analysis.

##### i. Laboratory Apparatus

###### A. Apparatus

1. Buret
2. Volumetric pipet
3. Erlenmeyer flask
4. Dropper
5. Analytical balance
6. Plastic containers
7. Iron stand with iron ring

###### B. Chemicals

1.  $\text{K}_2\text{CrO}_{4(s)}$
2.  $\text{AgNO}_{3(s)}$
3. Distilled  $\text{H}_2\text{O}$

##### ii. Solutions Needed

Silver nitrate solution: (0.1 M) If possible, dry 5 g of  $\text{AgNO}_3$  for 2 hours at  $100^\circ\text{C}$  and allow to cool. Accurately weigh about 4.25 g of solid  $\text{AgNO}_3$  and dissolve it in 250 mL of distilled water in a conical flask. Store the solution in a brown bottle.

Potassium chromate indicator solution: (approximately 0.25 M) Dissolve 1 g of  $\text{K}_2\text{CrO}_4$  dissolved in 20 mL distilled water)

## B. Collection of Samples

During sampling, the water coming out from the drinking fountain was allowed to drip for at least 3 minutes. One liter (1L) was then collected into plastic mineral water bottle and taken to the laboratory for analysis.

## C. Titration Method

1. Before filling the clean buret with standard solution, it was rinsed 3 times with the standardized  $\text{AgNO}_3$  solution.
2. An aliquot portion of about 50-150 mL of water sample was transferred to 250mL Erlenmeyer flask.
3. 3-5mL of  $\text{K}_2\text{CrO}_4$  solution was added to the water sample.
4. It was then titrated with  $\text{AgNO}_3$  until the endpoint was reached.

## Research Instrument

All samples were tested for chloride analysis using Mohr's Method.

## Statistical Treatment

This study used the Analysis of Variance (ANOVA): One-way ANOVA with multiple comparison tests.

## 3. Results and Discussion

In the Research, the samples were collected from various sampling stations in the campus. On April 30, 2009, drinking fountains in SB Ground floor, Canteen, SC Ground floor (near SC114), SC Ground floor (near the new Registrar's office), and LS

(near Burgos Gate) were sampled. On May 5, 2009, water samples from the drinking fountains of Integrated School, SC Ground floor (near SC114), Canteen and SB Ground floor were sampled.

Table 1: Concentration (ppm) of Chloride Ions on the Different Drinking Fountains

Sample	Run	Sample Vol. (mL)	Buret reading (mL)	Vol. Titrant (mL)	ppm Chloride)	Average
1	1	50	0.75	0.7	22.18	21.26
	2	50	1.5	0.65	20.6	
	3	50	2.3	0.7	22.19	
	4	100	3.6	1.3	20.6	
	5	100	4.9	1.3	20.6	
	6	100	6.25	1.35	21.39	
2	1	100	7.2	0.85	13.47	14
	2	100	8.1	0.9	14.26	
	3	100	9	0.9	14.26	
3	1	100	9.85	0.85	13.47	13.73
	2	100	10.7	0.85	13.47	
	3	100	11.65	0.9	14.26	
4	1	100	12.6	0.95	15.05	14.53
	2	100	13.4	0.9	14.26	
	3	100	14.3	0.9	14.26	
5	1	100	15.7	1.4	22.18	22.18
	2	100	17.1	1.4	22.18	
	3	150	19.2	2.1	22.18	
6	1	150	33.5	2	21.13	

	2	150	35.6	2.1	22.18	21.13
	3	150	37.5	1.9	20.07	
7	1	150	38.8	1.3	13.73	13.38
	2	150	40	1.2	12.68	
	3	150	41.3	1.3	13.73	
8	1	150	42.4	1.1	11.62	11.97
	2	150	43.6	1.2	12.68	
	3	150	44.7	1.1	11.62	
9	1	150	46	1.3	13.73	13.73
	2	150	47.3	1.3	13.73	
	3	150	48.6	1.3	13.73	

Table 1 showed that, sample 5 has the highest chloride ion concentration of 22.18 ppm and sample 8 has the lowest chloride ion concentration 11.97 ppm or milligrams per liter of solution.

This is relatively low compared to some commercial mineral water, which is 80 mg/L.

Statistical analysis shows that the value of p value is  $< 0.05$  thus there is a significant difference among different sample groups shown below:

Sample groups		
1	2	3
Samples 7 & 8	Samples 2, 3, 4, & 9	Samples 1, 5 & 6

Furthermore, the chloride ion within the drinking fountain in La Salle University – Ozamiz is less than maximum limit of 250 mg/L set by the USEPA.



## 4. Conclusion and Recommendation

### Conclusion

In comparison, the chloride concentration of the different sampling sites is lower than the standard limit of the chloride concentration. According to **Gary W. vanLoon**, the standard limit of the chloride ion concentration is 1g/kg body weight. Therefore, the drinking water in the different drinking water stations is potable and safe.

In addition, if a person weighs 50 kg and drinks one liter of water a day from the drinking fountains of LSU, he/she is able to ingest about 13.38-22.18 ppm of chloride which would be equivalent to 0.0002676- 0.0004436 gram chloride per kg body weight which is lower than the 1g/kg body weight.

### Recommendation

The researchers would like to recommend that in analyzing the drinking water, it should be a complete analysis of the physical characteristics like pH, dissolved oxygen concentration, temperature, exposure time and chemical analysis of all possible ions that might be present in the water. Which in this case, it would required more sensitive instruments such as flame injection analyzer and spectrophotometers.

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**Foklor Ng Ilang Baranggay Ng Lungsod Ng Ozamiz: Isang  
Panimulang Paglilikom**

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**Abstrak**

Ang pananaliksik na may pamagat na Foklor ng Ilang Baranggay sa Ozamiz: Isang Paglilikom ay naglalayong mangolekta ng mga panitikan oral na makikita sa labing-isang baranggay sa lungsod ng Ozamiz. Kabilang dito ang baranggay Annex, Guingona, Guimad, Lam-an, 50<sup>th</sup> brgy., Molicay, Bañadero, Maningcol, Pulot, Malaubang at Tabid. Nilikom ng mananaliksik at tinipon ang mga nakolektang oral na literatura. Kabilang sa mga oral na literatura ang kwentong bayan, kung saan napabilang ang anekdota, alamat na Etyolohikal at di- Etyolohikal ikalawa ang karunungan bayan na kinapapalooban ng palaisipan, bugtong, salawikain, kasabihan, sawikain at iba pa at panghuli ang Oyayi na sumasakop sa awiting bayan, talindaw, kundiman at iba pa.

**1. Panimula**

Sinasabing ang panitikan ay salamin ng buhay dito makikita ang kaugalian, paniniwala at kinagisnan ng mga tao sa isang lugar, nagbibigay din ito ng aral sa pang-araw-araw na buhay. Kung mapapansin natin marami na sa mga kabataan ang medyo nakalimot sa ilang magagandang katangian na naging parte na ng ating kultura. At sinasabing masasalamang sa panitikan ang mga kulturang nakalimutan na ng ilan sa ating kababayan.

“Mayaman ang Pilipinas kung panitikan ang pag-uusapan. Marami man ang nasusulat maasahan mong mas marami pa ang nakatago at nagpasalin-salin sa bibig ng mga tao sa kasalukuyan.” Sabi ni Arrogon (1983:45)

“Nagpasalin-salin sa bibig ng bawat henerasyon ang mga awiting bayan

Kwentong bayan at karunungan bayan. Ang mga ito ay bumubuo sa panitikang oral”

“Totoo nga na magpahanggang ngayon marami pa rin tayong naririnig tungkol sa mga ito sa kasalukuyan. Hindi maikakailang sa mga ito masasalamang ang kultura ng isang lahi. Ayon nga kay Barnuow (1985)

“Culture is the set of attitudes, values, and behaviors shared by a group people communicated from one generation to the next via language or some other means of communications”

Hindi matatawaran ang impluwensya ng panitikan sa buhay ng tao, pwede itong makapagbabago sa buhay natin. Maari tayong makakuha ng magandang kaugalian dito. Marami sa mga ito ay nagpasalin-salin lamang sa bibig ng mga tao.

Umaasa ang mga mananaliksik na kahit papaano sa tulong ng paglilikom ng mga oral na literatura sa pitong baranggay sa lungsod ng Ozamiz, mapaalalahanan ang tao lalo na ang mga kabataan na may magagandang kaugalian at paniniwala noon paman na dapat panatilihin at pagyamanin.

Batayang Teoritikal

Ibinatay ang pag-aaral na sa sinabi ni Penida(1979) na:

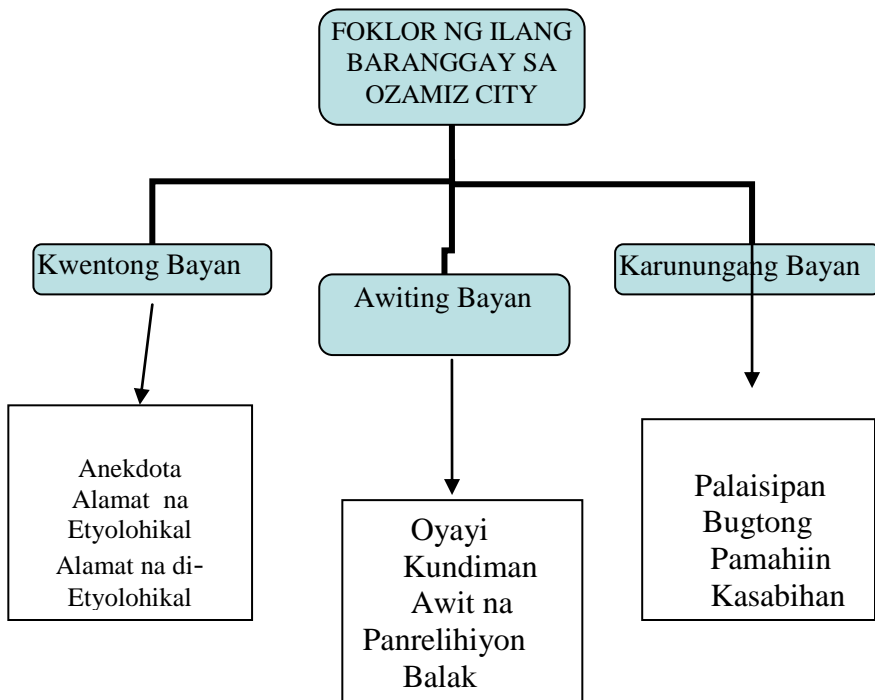
“Sa isang baranggay na masagana sumisibol ang malikhainat maguni-guning kaisipan tulad ng mga alamat, kwentong bayan, tula, awiting bayan at bugtong at ditto

nakalarawan ang takbo ng isip ng mga ninuno. Naroon Ang pagkamausisa at pagtugon sa mga katanungan ukol sa mga hiwaga ng buhay, mga tugon batay sa kanilang mga naabot sa kaisipan at karanasan.

Naniniwala ang mga mananaliksik na sa ilang baranggay ng Ozamiz ay masagana sa mga nabanggit sa itaas. Mas marami ang nanirahan sa isang lugar mas maipalaganap ang panitikan. Sa pamamagitan ng pagpapahayag ng kanilang saloobin at damdamin sa tulong ng kanilang pagiging mausisa natuklasan nila ang hiwaga ng buhay. Ang kanilang natuklasan ay nagpasalin-salin sa bibig ng mga taong naninirahan doon.

### Batayang Konseptwal

Makikita sa larawan 1 ang iskema ng paradaym ng pananaliksik. Makikita sa ibabang bahagi ng rektanggell ang mga foklor ng ilang baranggay sa Ozamiz. May tatlong uri ito batay sa makikitang direksyon ng arow bawat kahon. Sa kaliwang bahagi ng kahon makikita ang kwentong bayan, kung saan napabilang ang anekdota, alamat na Etyolohikal at di- Etyolohikal. Samantalang sa kanang bahagi ang karunungan bayan na kinapapalooban ng palaisipan, bugtong, salawikain, kasabihan, sawikain at iba pa. Ang pinakagitnang bahagi ang Oyayi na sumasakop sa awiting bayan, talindaw, kundiman at iba pa.



Larawan 1: Iskima ng Paradaym ng pananaliksik

### Paglalahad ng Sulirani

Layunin ng pag-aaral na ito na malikom ang mga fokal na labing-isang baranggay ng lungsod ng Ozamiz upang maisakatuparan ito, sisikapang sagutin ang mga sumusunod na mga katanungan:

1. Anu-ano ang mga oral na panitikan o fokal na hanggang ngayong pinaniniwalaan sa labing-isang baranggay?

2. Anu-ano ang uri o klasipikasyon sa mga oral na panitikan o foklor sa labing-isang baranggay ng Ozamiz?
3. Anu-ano ang mga halimbawa sa bawat uri o klasipikasyon ng mga panitikan sa nabanggit na baranggay?
4. Alin sa mga foklor ang mas marami ang bilang na hanggang ngayon ay pinaniniwalaan at nagpasalin-salin sa bibig ng mga tao?
5. Alin sa mga uri ng foklor ang hindi na nakikita sa labing-isang baranggay ng Ozamiz?

### Kahalagahan ng Pag-aaral

Mahalaga ang pag-aaral na ito sa mga guro na nagtuturo ng panitikan. Sa tulong nito maipapakita nila sa mga mag-aaral ang iba pang uri ng panitikan sa ating bansa partikular na sa Minadanao na hindi pa nabibigyan ng pansin dahil hindi pa ito naisulat. Makatutulong din ito sa mag-aaral upang mas mapalawak pa ang kanilang kaalaman sa Foklor. Maari rin itong magamit bilang kaugnay na pag-aaral ng mga mananaliksik na nagsasagawa ng pag-aaral tungkol sa foklor ng Mindanao.

Maipagmamalaki ng mga mamamayan sa labing-isang baranggay na mayroon silang panitikan. Bunga nito, maipakita nilang mayroon silang kultura at may katangi-tangi silang yaman ng isip na kaiba sa iba pang grupo sa Pilipinas.

Higit sa lahat makapag-ambag ang pag-aaral na ito tungo sa pagpapanatili at pagpapayaman ng kulturang Pilipino. Maari ring maging kasangkapan ito upang kahit papaano sa kabila ng pagiging makabago mayroon tayong maaalalang bakas ng ating pinagmulan.

### Saklaw at Delimitasyon ng Pag-aaral

Sinasaklaw ng pag-aaral na ito ang paglilikom ng kwentong bayan, pamahiin, paniniwala at iba pang folklor ng labing-isang baranggay sa lungsod ng Ozamiz. Kabilang dito ang baranggay Annex, Guingona, Guimad, Lam-an, 50<sup>th</sup> brgy., Molicay, Bañadero, Maningcol, Pulot, Malaubang at Tabid. Hindi sakop ng pag-aaral ang natitirang pang apat napung baranggay. Isasalin at uuri-uriin ayon sa bawat klasipikasyon.

### Kaugnay na Literatura

Ang pag-aaral na ito ay may kaugnayan sa sinabi sa aklat nina Atienza et.al. (1987:1). Ayon sa kanila:

“Ang tunay na panitikan ay yaong walang kamatayan, yaong nagpapahayag ng damdamin ng tao bilang ganti niya sa reaksiyon sa kanyang pang-araw-araw na pagsusumikap upang mabuhay at lumigaya sa kanyang kapaligiran at gayun sa kan-yang pagsusumikap na Makita ang Maykapal.”

Sabi nga na ang panitikan ay walang kamatayan dahil nagpasalin-salin ito sa bibig ng mga tao hanggang sa kasalukuyan nabubuhay pa ito.

Pinaniniwalaan ng mga mananaliksik na hanggang may tao may panitikan. Gaya ng sinabi nina Atienza naniniwala ang mga manaliksik na maraming makukuhang oral na literatura sa pitong baranggay ng Ozamiz na siya nilang sandigan sa kanilang araw-araw na gawainmula noon hanggang sa kasalukuyan. May kaugnayan din ang pag-aaral na ito sa sinabi ni Manuel (1982).

“The Philippines has a rich and varied store of folk narrative. It’s geographical Location the archipelago nature of the country, the numerous ethnolinguistic groups to Be found in it, and



the various historical forces that have shaped destiny of the people Probably account for this richness and variety.”

Ito ang hinahanap ng mga mananaliksik sa pitong baranggay ng lungsod ng Ozamiz. Naniniwala ang mananaliksik na gaya ng iba pang etnolingwistikong grupo mayaman din ang Ozamiz sa iba’t ibang uri ng oral na literature.

Sabi nga ni Arrogante sa kanyang aklat na nagpasalin-salin daw sa bibig ng bawat henerasyon ang mga awiting bayan, kwentong bayan at karunungan bayan. Ang mga ito ang bumubuo sa panitikang oral.

Gaya ng nabanggit sa una layunin ng pag-aaral na ito na malikom ang mga oral na literaturang hindi pa naisatitik.

May kaugnayan din ang pag-aaral na ito sa ginawang pag-aaral nina Regenia et.al na pinamagatang “ Mga Pamahiin ng Baranggay Titunoa Kolambugan Lanao Del Norte” Isang andergradweyt na tesis, kung saan nilikom ng mga manaliksik ang mga pamahiin na makikita sa lugay na yaon. Tulad ng gagawing pananaliksik isa sa lilikumin ay ang mga pamahiin sa lugar na pag-aaralan. Ang kaibahan nga lang sa kasalukuyan pananaliksik liban sa pamahiin sakop din ang iba pang uri ng oral na literatura.

May kinalaman din ang pag-aaral na ito sa isinagawang pag-aaral nina Rondel et.al. Isang andergadweyt na tesis na pamagat na “Panimulang Paglilikom ng mga Kwentong Kababalaghan sa Poon-Piagapo Lanao Del Norte”. Kung saan nilikom nila ang oral na literature na mga kwentong kababalaghan sa nabanggit na lugar ang kaibahan lang sa kasalukuyan pag-aaral hindi lang sa mga kwentong bayan naka-fokus ang pag-aaral kabilang na sa pag-aaralan ang ilan pang oral na literature na maaring matatagpuan sa pitong baranggay ng Ozamiz.

## 2. Metodolohiya

Ang pag-aaral na ito na may pamagat na “FOKLOR NG ILANG BARANGGAY SA LUNGSOD NG OZAMIZ: ISANG PANIMULANG PAGLILIKOM” ay isang deskriptibong pananaliksik sa mga oral na literatura na matatagpuan sa Labing-isang baranggay ng Ozamiz. Kabilang sa mga baranggay na ito ang Annex, Guingona, Guimad, Lam-an, 50<sup>th</sup> Brgy., Molicay, Bañadero, Maningcol, Pulot, Malaubang at ang Tabid. Nilikom ng mga mananaliksik ang mga oral na literatura na matatagpuan sa mga nasabing baranggay. Pinuntahan at kinapanayam ang mga resedente bata, matanda at may katungkulan sa nabanggit na lugar gamit ang tape recorder at pagtatala ng mga mahahalagang informasyon. Ang mga nalikom na oral na literatura ay isinalin ng mga mananaliksik sa mas lalong ikalililaw.

## 3. Analisis ng mga Datos

Sa bahaging ito aanalisahin ang mga nakuhang mga informasyon nakalap ng mga mananaliksik mula sa labing-isang baranggay ng Ozamiz City. Makikita sa ibaba ang unang talahanayan.

Talahanayan 1  
Uri ng kwentong Bayan na Matatagpuan sa Labing-isang  
Baranggay ng Ozamiz City

Lugar	Alamat etyolohikal	Alamat na di-etyolohikal	Anekdotang	Kabuuan	Ranggo
1. Annex	0	0	0	0	5
2. Guingona	1	6	0	7	1
3. Guimad	1	2	0	3	3
4. Lam-an	0	0	0	0	5

5. 50 <sup>th</sup> Baranggay	0	0	0	0	5
6. Molicay	1	1	1	3	3
7. Bañadero	1	3	0	4	2
8. Maningcol	1	0	0	1	4
9. Pulot	1	2	1	4	2
10. Malaubang	1	1	1	3	3
11. Tabid	1	1	1	3	3

Matutunghayan natin sa talahanayan 1 ang kabuuang bilang ng mga nalikom na oral na literatura sa uri ng kwentong bayan, kabilang dito ang alamat na nahahati sa etyolohikal at di-tyolohikal at ang anekdota. Mapapansing halos wala ng kwentong bayang nalalaman ang mga resedenting nakatira dito. Makikitang ang Guingona ang siyang masasabing may pinakamaraming bilang ng mga kwentong bayan na nalikom na may kabuuang bilang na pito, subalit dalawang uri lamang ng kwentong bayan ang matatagpuan dito ang alamat na etyolohikal at di-etyolohikal. Nasa huling ranggo naman ang Annex, Lam-an at 50<sup>th</sup> brgy. na parehong walang nakuhang oral na literatura na napabilang sa kwentong bayan. Masasabing unti-unti na ngang nangawala ang mga fokalor dito.

Makikita naman natin sa Talahanayan 2 ang bilang ng awiting bayan na nalikom mula sa labing-isang baranggay ng Ozamiz.

Talahanayan 2  
Uri ng Awiting Bayan na Matatagpuan sa Labing-isang  
Baranggay ng Ozamiz City

Lugar	Kundiman	Talindaw	Balak	Oyayi	Awit Panrelihiyon	Kabuuan	Ranggo
1. Annex	5	4	1	1	0	11	3
2. Guingona	1	2	5	1	11	20	1

3. Guimad	0	5	4	1	4	14	2
4. Lam-an	0	1	1	0	1	3	6
5.50 <sup>th</sup> Baranggay	1	1	1	0	0	3	6
6. Molicay	0	0	2	2	0	5	4
7. Bañadero	0	0	2	0	2	4	5
8. Maningcol	0	0	1	1	1	3	6
9. Pulot	0	1	1	0	0	2	7
10. Malaubang	0	1	1	0	1	3	6
11. Tabid	0	0	1	1	0	2	7

Mapapansin natin sa talahanayan 2 na halos sobra sa kalahati ang bilang ng mga baranggay na walang kundiman , talindaw at oyayi. Malinaw ding makikita na ang Guingona ang lugar kung saan makikitang lahat ng uri ng awiting bayan ay buhay na buhay pa rin. Katulad ng na unang talahanayan ang Guingona pa rin ang nangunguna sa may pinakamaraming bilang ng oral na literatura sa uri ng mga awiting bayan. Ang pinakakulelat at halos walang nalikom ang lugar ng Tabid at Pulot na parehong nasa ikapitong ranggo at may kabuuang bilang na dalawang uri ng awiting bayan.

Bukod sa awiting bayan may mga nalikom ding mga karunungan bayan mula sa labing-isang baranggay.Makikita naman natin ang mga datos sa talahanayan 3.

Talahanayan 3  
Uri ng Karunungan Bayan na Matatagpuan sa Labing-isang Baranggay ng Ozamiz City

Lugar	Bugton g	Palaisipan	Pamahii n	Kasabiha n	Kabuua n	Ranggo
1. Annex	0	0	0	0	0	10
2. Guingona	33	0	11	0	44	1
3. Guimad	28	0	7	0	35	2

4. Lam-an	5	2	5	5	17	6
5. 50 <sup>th</sup> Baranggay	8	2	4	2	16	7
6. Molicay	8	1	12	5	26	3
7. Bañadero	9	0	9	0	18	5
8. Maningcol	9	2	5	5	21	4
9. Pulot	6	1	3	5	15	8
10. Malaubang	5	1	3	5	14	9
11. Tabid	5	1	5	2	18	5

Malinaw na makikita sa talahanayan 3 ang bilang ng mga karunungan bayan na matatagpuan sa mga nabaanggit na baranggay. Masasabing sa lahat ng uri ng folklor ang karunungan bayan ang may pinakamalaking bilang ang nalikom, kabilang sa mga ito ang bugtong, palaisipan, pamahiin at kasabihan. Mapapansing ang Guingona parin ang nasa unang ranggo na siyang may pinakamaraming bilang ng oral na literatura. Ngunit kung titingnang mabuti ang mga ito ay nagmumula lamang sa dalawang klase ng karunungan bayan ang bugtong at pamahiin subalit sa ibang uri ay wala na. Samantalang ang lugar ng Lam-an, 50<sup>th</sup> brgy., Molicay, Maningcol, Pulot, Malaubang at Tabid kahit kunti sa bawat bilang makikitang kumpleto naman sa lahat ng uri ang mga ito.

Para sa kabuuang bilang ng mga folklor na matatagpuan sa bawat baranggay makikita sa talahanayan 4 ang kabuuang detalye.

Talahanayan 4  
Kabuuang Bilang ng Oral na Literatura na Matatagpuan sa  
Labing-isang Baranggay ng Ozamiz City

Lugar	Kwentong Bayan	Awiting Bayan	Karunungan Bayan	Kabuuang	Ranggo
1. Annex	0	11	0	11	10
2. Guingona	7	24	4	35	2
3. Guimad	3	14	35	52	1

4. Lam-an	0	3	7	20	8
5.50 <sup>th</sup> Baranggay	0	3	16	19	9
6. Molicay	3	4	26	33	3
7. Bañadero	4	4	18	26	4
8. Maningcol	1	3	21	25	5
9. Pulot	4	2	15	21	7
10. Malaubang	3	3	14	20	8
11. Tabid	3	2	18	23	6

Malinaw na makikita sa talahanayan 4 na ang Baranggay Guimad ang nangunguna sa may pinakamaraming bilang ng mga roal na literature sa kabuuan. Ang nabanggit na baranggay ay may limampu't isang foklor na nagpapasalin-salin sa bibig ng mga tao sa lugar na iyon. Nasa ikalawang ranggo naman ang Guingona na may kabuuang bilang na tatlumpu't limang oral na literatura. Ang pinakahuli at may pinakamaliit na uri ng literature ay ang baranggay ng Annex na may kabuuang bilang na labing-isang oral na literature lamang. Sa kwentong bayan at karunungan bayan parehong wala ang Annex, samantalang ang 50<sup>th</sup> Brgy. at ang Lam-an ay pareho ring wala sa mga kwentong bayan.

#### **4. Konklusyon At Rekomendasyon**

##### **Konklusyon**

Sa kabuuan kahit papaano buhay pa rin ang foklor sa ilang baranggay sa Ozamiz partikular na ang labing-isang baranggay na siyang sentro ng pag-aaral. Kabilang sa mga foklor ang kwentong bayan kung saan napapabilang ditto ang anekdota, alamat na etyolohikal at di-etyolohikal gayundin ang mga awiting bayan na kinabibilangan ng oyayi, kundiman, balak, talindaw at ang awit pan-relihiyon at ang pinakahuli ang mga karunungan bayan na may mga uring gaya ng pamahiin, bugtong, palaisipan at ang mga kasabihan.

Sa mga nabanggit sa itaas nakikitang ang karunungan bayan ang siyang nangunguna sa may pinakamalaking bilang. Ang bugtong ang uri ng oral na panitikan ang pinakakaraniwang mariririnig sa labing-isang baranggay.

Kung ang bugtong na napabilang sa karunungan bayan ang siyang pinakamarami ang oyayi, balak at talindaw naman ang pinakamaliit na bilang higit sa lahat ang anekdota na napapabilang sa kwentong bayan ay halos hindi na nakikita sa labing-isang baranggay mangilan-ngilan na lamang ang nagtataglay nito at nanganganib pang tuluyang makalimutan.

Marahil ito ang kasagutan kung bakit marami sa ating kabataan ang tuluyan nang lumihis sa landas ng kagandahang asal. Dahil wala ng kasabihang nagsisilbing batas at mga kwentong kinatatakutan na nagbibigay aral.

### Rekomendasyon

Batay sa mga ibinigay na konklusyon, ang mga sumusunod na rekomendasyon ay para sa mas lalong ikauunlad at ikalalaganap ng panitikang-oral.

1. Maging sensitibo sana ang mga magulang sa kahalagahan ng kulturang Pilipino at handa silang maglaan ng kahit maikling oras para kwentuhan ang kanilang mga anak ng mga kwentong nagmula pa sa kanilang mga magulang.
2. Magkaroon sana ng paligsahan ang gobyerno na magbabalik sa mga nakagawiang pampalipas oras yaya ng palaisipan, bugtungan at iba pa.
3. Mas marami pang pag-aaral na kagaya nito upang maisatitik at hindi na tuluyang makalimutan ang ilang panitikan ng ating mga ninuno.

## Mga Oral na Literatura sa Baranggay Annex

### Awiting Bayan

#### Oyayi

##### Orihinal

###### *Katulog*

Katulog-katulog na day  
Kay si mama wala dinhi  
Katulog-katulog na kay si mama  
nananggi  
Katulog-katulog na  
Kay si papa wala dinhi  
Katulog-katulog na kay si papa  
wala

#### Kundiman

##### Orihinal

###### *Sa Dalaga Pa*

Sa ako pa'y na dalaga  
Natimban sa tanang kalipay  
Karon na nga na minyo na  
Ako tanang kabudlay

Kabudlay, kabudlay man gane  
Kay sakit ng kinabuhi  
Walay tubig, walay kahoy  
Ako tanang mga kakapoy.  
Dihay isa ka tempo  
Bana ko gipukaw ko

##### Salin

###### *Matulog*

Matulog, matulog ka na inday  
Dahil si inay ay wala  
Matulog, matulog na  
Dahil si inay nag aani pa  
Matulog, matulog ka na  
Dahil si itayay wala  
Matulog, matulog ka na  
Dahil si itay ay wala na

Bana ay mata na  
Mangaon na kitang duha

Bana walay batasan  
Mingbangon iya ko gisikaran  
Sa puder pa ako ni mama  
Wala ko nila lalusa

Mama aniay itugon ko  
Ang bata lugawi buntag ug udto  
Kay mobalik ako sa pagkadalaga  
Kay pait kining minyo ta  
Kay mobalik ako sa pagkadalaga  
Mamulbos ako ug mangagw



## Salin

### *Sa Dalaga Pa*

Nang ako'y dalaga pa  
Ako'y lagging masaya  
Ngayon may asawa na  
Sa akin lahat ang sakit.

Kay hirap, hirap  
Kay sakit sa buhay  
Walang tubig, walang kahoy  
Akin lahat ang paghihirap.

Merong isang pagkakataon  
Asawa ko ginising ko  
Asawa ko ay gumising

Kumain na tayong dalawa

Asawa ko ay walang modo  
Bumangon at ako'y tinadyakan  
Nang ako'y nasa puder pa ni Inang  
Hindi ko dinanas ang ganyan

Ina meron akong paalala  
Ang bata'y laugawan mo tanghali at  
umaga  
Dahil babalik ako sa pagkadalaga  
Dahil masaklap pag ika'y may  
asawa na

Babalik ako sa pagkadalaga  
Magpupulbos ako't magpapabango.

## **Balak**

### Orihinal

#### Kidhat

Sa imong pagkidhat, nadari mo ako  
Gikulbaan dayon ning kasing  
kasing ko  
Na wala ko damha gibati ko dayon  
Ang gugma na walay kamatayon  
Ug sama pa usab ang imong gibati.

Ipasa na intawon ang gugma mong  
putli

Ani-a ning lawas naghulat kanunay  
Sa matam-ison mong paghalad  
Busa sultii ko sa paghigugma mo.

Aron magmalipayon na unta ako  
Kon ikaw ug ako ang manag katrato  
Di madugay pakasal ako nimu.

## Salin

#### Kindat

Sa iyong pagkindat, naakit mo ako  
Ginabihan agad itong aking puso

Di ko inakalang agad may  
nararamdaman ako sa iyo

Itong pag-ibig na walang  
kamatayan.

Sana ito rin ang iyong  
nararamdaman.

Ipasa mo sana ang iyong pag-ibig  
Itong aking katawan ay lagging  
naghihintay  
Sa matamis mong ihahandog

Kaya sabihin mong na mahal mo rin  
ako.

Para magiging masaya na rin ako  
Kung ikaw at ako ay magiging  
magkasintahan

Hindi rin magtatagal magpapakasal  
ako sa iyo.

## **Karunungan Bayan**

### **Pamahiin**

#### **Orihinal**

1. Dili manudlay ug gabii.
2. Dili magdala ug pagkaon  
gikan sa namatyan
3. Dili manghinguko ug  
gabii.
4. Dili manilhig ug gabii.
5. Dili manilhig sa balay sa  
namatyan.

#### **Salin**

1. Huwag magsuklay pag  
gabi.
2. Huwag magdala ng  
pagkain galling sa patay.
3. Huwag magputol ng kuko  
pag gabi.
4. Huwag magwalis pag gabi.
5. Huwag magwalis sa bahay  
sa namatayan.

### **Mga Bugtong**

#### **Orihinal**

1. Sa ibabaw linaw sa ilalom sinaw
2. Kaban kaban sa pari, ukbon daghang garuti
3. Buhok ni Maria, duphon dili madupa
4. Bukaka a imoha kay isulod akoo
5. Kabayo ni Juan, midagan naliki ang ang dalan

**Butong  
posporo  
Dalan  
Batones  
Zipper**

#### **Salin**

1. Sa itaas ay malinaw, sa ilalim ay makinis
2. Baol ng pari, buksan may maramoing itak
3. Buhok ni Mria, hindi madipa

**niyog  
Posporo  
Daan**

4. Buksan mo ang sa iyo dahil ipasok ko ang
5. Kabayo ni Juan,tumakbo nahati ang daan

**Botones**  
**Zipper**

## **Mga Oral na literatura sa Baranggay Guingona**

### **Kwentong Bayan**

#### **Orihinal**

#### **Alamat ng Guingona**

Sa panahon sa gubat sa mga Hapon kini si Teofisto Guingona Sr. nakabakwit sa maong lugar pero kining lugara sityo pa sa Barangay Guimad, tungod sa kagamay pa sa mga tawo nga nagapuyo ani nga lugar. Sa pagbakwit ni Teofisto Guingona, Nahimo siyang ilado sa mga katawhan sa maong lugar tungod sa iyang pagkamatinabangon sa mga katawhan ug pagtabang niya sa kawad-on sa mga katawhan sa maong lugar. Doulanan siya sa mga katawhan ug andam siya sa pagtabang sa mga tawo bisan pa sa pinansyal nga panginahanglan. Naabtan si Teofisto Guingona ug pipila ka mga katuigan nga nakapuyo sa maong lugar.

Usa ka adlaw nahibaw an nalang sa mga katawhan nga si Teofisto Guingona wala na sa maong lugar, gipangita siya sa mga katawhan pero wala na nila kini makita pa. Naglibog ang mga tawo nganong nilakaw siya sa maong lugar nga wala lang nagpahibalo sa mga katawhan. Naguol sila sa pagkawala ni Teofisto Guingona sa maong lugar.

Pipila ka mga katuigan ang milabay, nagkahinay ug kadaghan ang mga lumulupyo sa maong lugar. Niabot ang takna nga nasabotan sa mga kadagkoan sa maong lugar nga ibulag nalang kini sa Barangay Guimad tungod kay daghan naman pod ang mga tawo sa maong lugar. Ilang nasabotan nga himoon pod kini nga usa

ka Barangay, ilang naoyonan nga ingalan ang lugar ug Barangay Guingona nga gikan sa apilyedo sa usa ka tawo nga nagatabang nila sa dugay na nga mga panahon nga si Teofisto Guingona. Ilang naoyonan nga kini ingalan sa maong lugar isip pagpahibalo ni Teofisto kong asa na siya karon nga ang mga tawo aning lugara naghatag ug importansya sa maong tawo. Gihimo usab kini nga Barangay Guingona para ang mga lumulupyo sa maong lugar, makahinumdom ug dili nila malimtan ang usa ka tawo nga hilabihan ka matinabangon sa mga kabus nga lumulupyo sa maong lugar.

Nabansagan ang maong lugar nga Barangay Guingona sa tuig 1947.

Salin:

Noong panahon ng giyera ng mga Hapon, si Teofisto Guingona Sr. ay pumunta sa isang lugar na bahagi lamang ng Guimad dahil kunti lamang ang mga naninirahan dito. Sa kanyang pagpunta sa lugar na ito, siya naging kilala dahil sa kanyang pagkamatulungin sa mga taong nangangailangan. Nilalapitan siya ng mga tao para manghingi ng tulong at tinutulungan naman niya ito maging sa pinansyal na pangangailangan. Ilang taon din siyang naninirahan dito.

Isang araw, nalaman na lamang ng mga tao na wala na si Teofisto sa kanilang lugar. Hindi nila alam kung bakit umalis siya sa lugar na ito na hindi ngpapaalam. Sila ay malungkot sa pagkawala ni Teofisto Guingona Sr.

Ilang taon na ang nakalipas, dumami rin ang naninirahan dito. At dumating ang panahon na napag-usapan ng mga pinuno ng lugar na ito na ihiwalay ito sa barangay Guimad. Napag-usapan nila na gawin itong isang barangay at nasang-ayonan naman nila na Barangay Guingona amg ipapangalan nila dito na galling s apilyedo

sa taong tumulong sa kanila sa maraming panahon na si Teofisto Guingona Sr. Napagpasyahan na ito ang ipapangalan sa kanilang barangay para maipahatid nila kay Teofisto kung gaano siya ka importante sa kanila kahit saan naman siya ngayon. Ito rin ang ipinangalan sa kanilang barangay para rin hindi makakalimutan ng mga taga rito ang isang taong napakamabuti at matulungin sa mga naninirahan sa lugar na ito.

Nabansagan ang lugar na ito bilang Barangay Guingona noong 1947.

## **Mga kababalaghan**

### Orihinal

Iyang Amiga  
By: Guilerma Villarmero

Sa pagbalhin nila sa Brgy. Guingona, naa sya'y naamigo nga mga dili ingon nato, ug gusto syang ubanon sa pinuy-anan ato nga binuhat, pero wala sya ningkoyug. Matod sa iyang mga silingan nga siya nawad-an ug maayong panghuna-huna kay namatikdan siya nga mag-istorya siya sa iyang kaugalingon. Pero sa likod anang istoryaha naa jud siyay kaistorya apan s'ya ra ang makakita. Matod niya ana iyang amiga gusto s'ya kwaon kay dili daw s'ya mamalikas mao nga koyugon s'ya.

### Salin:

Ang Kanyang Kaibigan  
Ni: Guilerma Villarmero

Sa kanyang paglipat kasama ng kanyang pamilya, mayroon siyang nakaibigan na hindi tulad natin. At gusto siyang isama ng mga ito sa kanilang tirahan ngunit hindi siya sumama. Ayon sa kanyang mga kapitbahay, siya ay wala na sa kanyang sarili dahil

napansin nila na nagsasalita siya na walang kausap. Ngunit sa likod nito, siya lang ang nakakakita sa kanila. Ayon sa kanya, gusto siyang isama ng kanyang mga kaibigan sa kadahilanang hindi siya marunong magmura.

## **Awiting Bayan**

### **Kundiman**

#### *Ang Gugma*

Ang gugma imong gihalad  
Ako ay malipayon.  
Hinaot dili malupig sa ganghaan sa kamatayon  
Ug maoy akong himaya ang atong mga saad.

Ug ang atong ipakayab  
Ug atong ipalupad  
Kang Bathala ipatupad  
Sa dughan mo pinalangga mo ako  
Sa dughan ko pinalangga ko ikaw

Sa unang panahon, kung mangharana ang laki motubag pud ang  
baye. Ug kinsa katong mahutdan ug kanta, maoy pildi.  
Mao kini ang usa sa mga itubang sa mga babaye:

Sulod sa among balay, wala kay kuhaon  
Wala dinhi bulak nagpalimyon  
Toa ra Dodong punuan sa lemon  
Adtoa ang bulak nagpalimyon.

Alegre pa gani  
posisyon buhawe  
Daghan pang bulak makawiwili  
Ang mo darling nga modangat dinhi

Si mama'g papa dili ko biyaan  
Daghan pang gatas akong pagabayran  
Siyam pa ka bulan  
Ang pagabaran.

**Salin:**

*Ang Pag-ibig*

Ang pag-ibig na iyong ibinigay  
Ako'y maligaya  
Sana hindi magapi sa bingit ng kamatayan  
At aking kaligayahan ang ating mga pangako

At ating ipalaganap  
At ating ipalipad  
Sa Poong Maykapal ipatupad  
Sa puso mo, mahal mo ako  
Sa puso ko, mahal kita

Noong unang panahon, kung manliligaw ang mga lalaki, sasagutin  
din ng mga babae. At kung sino ang maubusan ng kanta, siya ang  
talo.

Ito ang isa sa mga kadalasang sagot ng mga babae:

Sa loob sa aming bahay, wala kang kukunin  
Walang bulaklak na nangangamoy  
Naroon Dodong ang puno ng kalamansi  
Puntahan mo ang bulaklak na nangangamoy

Ika'y bata pa  
Nagmahal na  
Marami pang bulaklak na makawiwili

Si mama't papa hindi ko iiwan  
Marami pang gatas ang aking babayaran  
Siyam na buwan pa  
Ang aking babayaran.

## **Mga Balak**

Hikalimti Nalang

### **Lalaki:**

Bisan asa ka day matago sa ilalum pa sa batong dagko  
Magpaka-iring ,magpaka-iro  
Sundan ko ang imong baho.

### **Babae:**

Ako'y dili motoo  
Sa mga sulti sa mga ulitawo.  
Mu-ingon siyag muonung  
Apan banyagang muamung among.

### **Lalaki:**

Tuhoi nga dili limbong  
Kining gibati aning dughan  
Kung dili mo ako kaluy-an  
Mao ray akong kamatyan.

### **Babae:**

Pananglit man Dong ug mamatay ka  
Di man ta igbaho, ig-unsa  
Pananglit ug ilubong ka  
Ako ikuha malalabtan lintuwaron ka sa kahiladman.

### **Lalaki:**

Wad-a na sa dughan ang katahap mo



Wad-a na sa imong dughan  
Itanum nalang sa kalimot  
Hikalimti nalang, hikalimti nalang

Labi na kon musalup na ang adlaw  
Labi na sa akong pag-inusara  
Itanum nalang sa kalimut  
Hikalimti nalang ako, hikalimti nalang

**Salin**

*Kalimutan Mo Na Lang*

**Lalaki:**

Kahit saan ka man magtago  
Sa ilalim man ng malalaking bato  
Magpaka-pusa, magpaka-aso  
Susundin ko ang iyong bango

**Babae:**

Ako'y hindi maniniwala  
Sa mga salita ng mga binata  
Sasabihing sila'y sasama  
Ngunit hanggang salita lang pala

**Lalaki:**

Paniwalaan mong ito'y hindi pagsisinungaling  
Itong nadarama ng aking dibdib  
Kung hindi mo ako kaawaan  
'yan ang dahilan aking kamatayan

**Babae:**

Kung sakaling ika'y mamatay  
Hindi naman tayo magka-anu-ano  
Kung sakaling ililibing ka

Ako'y kukuha ng taong magpapanalangin sa'yo

**Lalaki:**

Alisin mo na sa puso ang mga hinanakit

Alisin sa iyong dibdib

At itanim sa limot

Limutin nalang, limutinn nalang.

Lalo na kung lulubog na ang araw

Lalo na sa aking pag-iisa

Itanim nalang sa limot

Kalimutan mo nalang ako, kalimutan mo na.

**Karunungang Bayan**

**Mga Tigmo**

- |  |   |
|--|---|
| ❖ Ang panit kabaw, ang<br>unod tawo, ang bukog<br>kalayo<br>➤ ANAGON             | ❖ Ako'y kahoy nga<br>limbahon, humot<br>panimahuon, ang langgam<br>nagburoka tungod sa<br>tuytoy na dili makaon<br>➤ DALAGITA |
| ❖ Kon molingkod taas, ug<br>mutindog mobo<br>➤ IRO                               | ❖ Tuana, niapa<br>➤ MATA  |
| ❖ Balay ni kuwe, haligi bali,<br>ang dingding tesa, atop<br>kalaha<br>➤ ALIMANGO |   |

**Filipino Version:**

**MGA BUGTONG**

- |  |                            |
|--|----------------------------|
| ❖ Ang balat ay kalabaw, ang<br>laman ay tao, | ang buto'y apoy.<br>➤ Mais |
|--|----------------------------|

- ❖ Mataas kung nakaupo,  
Mababa kung nakatayo.
  - Aso
- ❖ Bahay ni Kuwe, ang haligi  
bali,  
Dingding ay tesa, bubong  
ay kawali.
  - Alimango
- ❖ Ako'y puno ng Limbahan,  
mabango kung amoyin,  
Ang ibo'y nabahala dahil  
di makakain.
  - Dalagita
- ❖ Nandoon na, narito pa.
  - Mata

#### Mga Pamahi-In

- ✓ Dili pwede manilhig kung gabie na kay kono makawalag grasya
- ✓ Kon mahulog ang kutsara naay moabot nga bisita nga lalaki
- ✓ Kon mahulog ang tinidor nay moabot nga bisita nga babaye
- ✓ Kon makakita daw ug aninipot, manabi kono kay naa kono nay diwata
- ✓ Dili pwede mamutol ug kuku inig kagabei kay manonglo kono

#### Filipino Version:

- ✓ Bawal magwalis pag-gabi, mawawala ang mga grasya.
- ✓ Kapag ang kutsara ay mahulog, ibig sabihin mayroong bisitang lalaki na paparating.
- ✓ Kapag ang tinidor ay mahulog, ibig sabihin mayroong bisitang babae na paparating.
- ✓ Kapag makakita ka ng alitaptap, humingi ng pahintulot dahil pinaniniwalaan na may diwata.
- ✓ Bawal putulin ang kuko pag-gabi dahil ito'y nagdadala ng kapahamakan

## Uyaye

### Puno an sa mangga

May usa ka dakong kahoy  
Mangga ang iyang ngalan  
Dako siya ug landong  
Kargado sa kasangahan

Malipay ang nagabaklay  
Pasilong dili initan  
Labi na kon dunay bunga  
Mokaon dili asluman

Sa tanang manggilumayan  
Bunga ra sa mangga  
Magkaon ang ulitawo  
Maglaway ang dalaga

Bisan asa tago-e  
kouton gayod sa bulsa  
kan-on lami kaayo  
daw aping sa dalaga

## Filipino Version:

### Punongkahoy ng Mangga

Merong isang malaking puno  
Mangga ang kanyang pangalan  
Malaki at malilim  
Maraming mga sanga

Masaya ang mga naglalakbay  
Sumilong at hindi mainitan  
Lalo na't merong itong bunga  
Ang kumain ay hindi maasiman

Sa lahat na  
Bunga lang ng mangga  
Kumain ang binata  
Naakit ang dalaga

Kahit saan itago  
Kukunin na sa bulsa  
Kainin ay masarap  
Parang pisngi ng dalaga.

## Katang Pangrelihiyon

### Magkatigom

Kon magkatigom ta sa iyang ngalan  
Siya natong tanan makig uban  
Kon maghiusa ta sa iyang gugma  
Kalinaw maangkon ta

Ug sa atong panginahanglan ang  
ginoo  
Ang atong dangpan kay siya ra man  
ang tuburan sa tanan nga kaayuhan

Ang ginoo manggihatagon kon unsa  
man

Ang pangayoon kon kining tanan  
naka ayo  
Kay gimbut an man sa ginoo

Filipino Version:

Magkaisa

Kung tayo'y magkaisa sa kanyang  
pangalan  
Siyang lahat nating makisama  
Kung tayo'y magkaisa sa kanyang  
pagmamahal  
Katahimika'y maangkin natin

Sa ating mga pangangailangan

Ang Maykapal ang ating lapitan  
Dahil Siya lang ang pinagmulan  
Ng lahat ng kabutihan

Ang Maykapal ay mapagbigay  
Kahit anuman ang hilingin  
Kung ang lahat ng ito'y nakakabuti  
Dahil pinahihintulutan ng Maykapal

### Mga Oral na Literatura sa Baranggay Guimad Kwentong Bayan

Alamat

Sa unang panahon, si Gu-i-mad usa ka timo-ay sa mga subanen sa usa ka lugar. Siya ang tawo na matinabangon, manggihatagon ug adunay maayong paglantaw sa iyang mga sakop. Usa ka tawo na adunay poy nasayran sa pag-ayo sa ginagmay'ng sakit. Dali siyang duolon sa mga tawo, dili siya hakog sa mga tawo nga nanginahanglan sa iyang tabang. Tinahod siya sa mga katawhan ug sa uban pang mga kadagkuan sa uban pang mga tribo.

Adunay usa ka panahon nga kinahanglan siya moduaw sa ilang silingang lugar para sa himoong sabot-sabot. Nagsakay siya sa kabayo para adtoon ang lugar sa iyang usa ka higala. Sa panahon sa iyang pagpa-uli sa maong lugar, kusog kaayo ang ulan ug hangin. Sa wala damha, pagtabok niya sa usa ka sapa kauban sa iyang

kabayo, kalit ni hapak ang kusog na baha sa maong sapa. Ug sa kadautang palad, naanod si Gu-i-mad kauban sa iyang kabayo ug wala na siya nakita. Sa pagsubang sa adlaw, nakit-an na lamang siya sa daplin ng wala nay kinabuhi ug adunay daghang lagom.

Sa pipila ka mga adlaw ang milabay, paghuman sa maong nahitabo, nasabotan sa mga katawhan nga isip paghinomdom sa kalag ni Gu-i-mad, nganlan nila ang maong lugar ug GUIMAD ug usabon lang kini sa pagbasa hangtod nga sa pagrehistro sa pipila ka mga tuig nga milabay, ang lugar nga walay ngalan nga gipuy-an sa mga subanen nahimong Guimad ug hangtod karon mao na kini ang ngalan sa maong barangay.

Filipino Version:

Noong unang panahon, si Gu-i-mad, isang pangulo ng mga subanon sa isang kilalang lugar. Siya ay matulungunin, mapagbigay, at mayroong maayos na pananaw sa kanyang mga nasasakupan. Isa siya sa mga taong mayroon ding nalalaman sa pagpapagaling sa mga hindi kalalakihang sakit. Madali siya lapitan ng mga tao, hindi siya maramot sa mga taong nangangailangan sa kanyang tulong. Ginagalang siya sa lahat ng mga tao pati na rin sa mga malalaking tao sa ibang tribo.

May isang araw na kinailangan niyang pumunta sa isang lugar para sa gawing usapan. Sinakyan niya ang kanyang kabayo para puntahan ang lugar sa isa niyang kaibigan. Sa panahon na siya'y papauwi na, malakas na malakas ang ulan at hangin. Sa hindi inaakalang pangyayari, biglang humampas ang malakas na baha. Sa kasawiang palad, natangay siya ng baha pati na rin ang kanyang kabayo at hindi na siya nakita. Sa pasikat ng araw, nakita ng mga tao si Gu-i-mad sa gilid ng sapa na wala ng buhay at may maraming mga pasa sa katawan.

Ilang araw ang nakalipas matapos ang pangyayaring ito, napagdisisyonan ng mga tao na Guimad ang ipapangalan nila sa kanilang lugar, dahil na rin sa pagpapaalala sa kabutihang nagawa ni Gu-i-mad. Napagkasunduan din nila na ibahin ang nakarehistro. Nagging Guimad ang nasabing lugar na hango kay Gu-i-mad na pangulo ng mga subano noon. Hanggang ngayon, ito na ang pangalan ng lugar na ito.

## **Kababalaghan**

### **Balay**

By: Betty

Pag uli niya anang gabei, gikan sa tabo, iyang nakit an nga adunay nagsungag nga kabaw dapit sa usa ka balay. Ningdaggan siya ug ning ningsaka sa puno an sa bayabas, ug ning singgit ug tabang. Pag kawala ningnaog siya kay nakakita siya ug kaoban nga ning abot. Paglantaw niya sa gihitaboan sa sungag sa kabaw, bisan tunob wala siyay nakita,ug matod pa niya nangahapay daw ang sagbot pero pagkabuntag iyang gibalikan wala man naunsa ang mga sagbot.

## **Filipino Version:**

### **Ang Bahay**

Ni: Betty

Pag-uwi niya sa gabi, galing sa tabo. Nakita niyang mayroong kalabaw na naglaban sa tabi ng kanilang bahay. Tumakbo siya at umakyat sa puno ng bayabas, at napasigaw ng “tulong”. Sa pagkawala nito, bumaba siya nang makita niyang may paparating na kanyang kasama. Pagtingin niya sa lugar na kung saan naganap ang labanan, kahit bakas ng paa’y wala siyang nakita at sabi pa niya, ang lahat ng damo ay naubos subalit kaumagahan ay binalikan niya ang mga pangyayari. Nagtaka siya dahil walang nangyari sa damo at ito’y hindi naman naubos.

## Awiting Bayan

### Mga Balak

#### *Hanting Kong Pinuti*

Naa ko'y hanting nga pinuti  
Gibutang nako sa baliti  
Hoy baliti, ayaw pagkabali  
Kay si \_\_\_\_\_ akong gibati

Filipino Version:

#### *Hanting Kong Pinuti*

Ako'y may hanting na pinuti  
Nilagay ko sa baliti  
Hoy baliti, h'wag kang mabali  
Dahil si \_\_\_\_\_ aking minahal.

### Kanta Pangrelihiyon

#### *Panalangini*

Panalangini Ginoo,  
Kining mga gasang among gihalad  
Nia kami Ginoo  
Nagpasalamat kanimo

Kuha a ug dawata  
Bunga sa yuta  
Ug kami Ginoo  
Panalangini

Filipino Version:

#### *Panalanginan*

Panalanginan mo o Diyos  
Itong grasyang aming ibinigay  
Nandito kami o Diyos  
Nagpapasalamat sa'yo

Kunin at tanggapin  
Bunga ng lupa  
At kami o Diyos  
Panalangin mo



## Karunungang Bayan

### Mga Tigmo

- ❖ Sa gamay pa labay-labayan  
Sa dako na simhut-  
simhutan
  - Nangka
- ❖ Sa ibabaw, kadamuhan  
Sa ilalom kabatuan
  - Kakaw
- ❖ Kamote sa Leyte  
Ilalom panitan
  - Batikulon sa manok
- ❖ Sa dako pinangga  
Paggamay ilabay
  - Sigarilyo
- ❖ Kabayo ni Adan  
Sakyan di modagan
  - Kaguran

### Filipino Version:

### MGA BUGTONG

- ❖ Sa maliit pa'y di  
pinapansin  
Nang lumaki'y inaamoy
  - Langka
- ❖ Sa ibabaw,kadamuhan  
Sa ilalim mabato
  - Kakaw
- ❖ Kamote sa Leyte  
Sa ilalim balatan
  - Batikulon ng manok
- ❖ Kapag malaki'y inaalagaan  
Kapag maliit ay itatapon
  - Sigarilyo
- ❖ Kabayo ni Adan  
Hindi tatakbo kung sasakyan
  - Kudkuran

### Mga Pamahi-In

- ✓ Kon mahulog ang kutsara naay moabot nga bisita nga lalaki
- ✓ Kon mahulog ang tinidor nay moabot nga bisaita nga babaye
- ✓ Kon makakita daw ug aninipot, manabi kono kay naa kono nay diwata
- ✓ Dili pwede nga magluhod maglakaw ang mga bata kay usa kini sa pagpanunglo sa ginikanan
- ✓ Dili pwedeng tudluon ang rainbow kay maputol daw ang kamot

## Filipino Version:

- ✓ Kapag ang kutsara ay mahulog, ibig sabihin mayroong bisitang lalaki na paparating.
- ✓ Kapag ang tinidor ay mahulog, ibig sabihin mayroong bisitang babae na paparating.
- ✓ Kapag makakita ka ng alitaptap, humingi ng pahintulot dahil pinaniniwalaan na may diwata.
- ✓ Ang mga bata ay bawal lumakad ng nakaluhod, ito'y isang sa magulang
- ✓ Kapag tuturuin anng bahaghari, ang iyong kamay ay mapuputol

## Oral na Literatura sa Baranggay Lam-an

### Awiting Bayan

#### Kundiman

##### *Didto sa Amo*

Didto sa among mamingawong  
puy-anan  
Malisod kini, walay silingan.  
Mao ray among hingdunggan,  
Ang awit sa kalanggaman,  
Busa higala ko, hinumdumi sa  
kanunay.

Ang among balay, kayawan ang  
salog.  
Ang atop kogon, haligi goud,  
Sa among bongbong manglusot ang  
ton-og,  
Ton-og ug hangin, amihan ug  
timog.

#### Filipino

##### *Doon sa Amin*

Doon sa aming tahimik na tahanan  
Mahirap doon, walang kapitbahay  
Huni ng mga ibon  
Ang tangi naming naririnig

Kaya kaibigan ko, madalas mo  
itong isaisip.  
An gaming bahay, gawa sa  
kawayan ang sahig

Gawa sa kohon ang aming atip,  
haligi ay guod  
Sa aming bobong dadaan ay lamig.

Lamig ng hangin, sa amihaan at  
timog ng galing.

## Awit Pangrelihiyon

### *Nagatindug ang krus*

Nagatindug ang krus  
Ni Hesus, atong Dios  
Tima-an sa pag-antus niya  
Ang Ginoong Hesus gilansang sa  
krus  
Katawhan iyang gitubos

Ref:

Busa hinumduman ko ang krus  
Hangtud ang ganti maangkon ko  
Sundon kong pagtulun-an sa krus  
Ug koronahan ko si Hesus  
Pagasundon ko ang dalan sa Dios

Antuson bisan mapait  
Dili ang gusto ko, ang pagtumanon  
ko  
Mandui ako o Hesus

Dili gayud masukod  
Ang gugma sa Dios  
Way bayad ug way paghubas  
May kalipay kita, kon mokuyog  
niya  
Kasal-anan nabayaran sa krus.

### *Nakatayo ang Krus*

Nakatayo ang krus  
Ng ating Panginoon  
Tanda ng kanyang paghihirap  
Ang ating Panginoon na ipinako sa  
krus  
At tayo ay kanyang iniligtas

Ref:

Kaya palagi kung isinasaisip ang  
krus  
Hanggang makamit ko ang gante  
Gagawin ko ang mga alituntunin  
At aking kokoranahan ang  
Panginoon

Aking tatahakin ang tamang landas  
patungo sa Panginoon  
Aking kakayanin kahit pa mahirap  
Hindi lamang ang gusto ko ang  
aking susundin  
Ako iyong utosan o Panginoon

Hindi maarok  
Ang iyong pagmamahal Panginoon  
Walang kabayaran at pagkatapos  
May kasayahan kitang madarama  
pagkasama natin Siya  
Mga kasalan ay napatawad na

## Balak

### *Ngano Gibiyaan Mo Man Ako Indai*

Hagdawon ko ang tipaka sa akong  
kagahapon,  
Iiway ko ang naglugitom na dag-  
om,  
Aron hekit-an ko ikaw pingga kong  
nahanaw.

Apan kong di gihipun hekit-an  
pingga,  
Hagdanan ko ana langit pangeta-on  
ko ikaw,

Mga panganod ug dag-om  
henginlan  
Basin nagtago ka ilawom sa  
bangaw.

Apan kung dili ko ikaw gehapun  
hekit-an pingga,  
Molawig ako balik sa akong  
gegikanan,  
Kung ngano indai akong pingga  
imo kung gebeyaan.

## Filipino version:

### *Bakit Iniwan mo ako Inday*

Gugunitain ko ang alaala ng  
nakaraan.  
Aalisin ko ang maiitim na ulap  
Para ika'y mahagilap, oh iniilog  
kong nawala.  
Pero kung hindi kaparin Makita oh  
mahal  
Hagdanan ko ang langit, hahanapin  
ko ikaw

Mga ulap at ulan papaalisin  
Baka ikaw oh irog ay sa bahaghari  
nagtatago.

Pero kung hindi ko parin ikaw  
makita oh irog  
Babalik ako sa aking pinggalingan  
Kung bakit inday, oh aking irog  
ako'y iniwan mo.

### Karunungan Bayan

## Palaisipan

### Pangutana :

Naay usa ka anayon og pulo ka baktin didto sa tangkal, nakagawas ang anayon.  
Pila na lang ang nabilin didto sa tangkal?

### Tubag :

Wala na yamo kay ming kuyog man ang mga baktin sa anayon paggawas.

### Pangutana :

Walo ka baktin ang naa sa pangpang. Minglukso ang isa, pila na lang kabuok ang nabilin nga baktin?

**Tubag :**

Walo kay minglukso raman ang baktin.

## **Filipino**

### **Palaisipan**

**Tanong :** May isang anay at sampong mga biik sa kulongan ng baboy, nakalabas ang anay. Ilan na lang ang natira?

**Sagot :** Wala na kasi lahat ng mga biik sumama sa anay palabas.

**Tanong:** Walo ka baktin ang naa sa pangpang. Minglukso ang isa, pila na lang kabuok ang nabilin nga baktin?

**Sagot :** Walo kay minglukso raman ang baktin.

## **Bugtong/ Tigmo**

Kabayo ni Adan, sakyan dili modagan.

**kaguran**

Ang imabaw kataruhan

Ana ilalom kabatuan.

**kakaw**

Usa kasudalo magbalik balik sa kampo.

**Sip-on**

Dili pari, dili hari magsanina og lahi-lahi.

**halayan**

Daghang minatay gisulod sa usa ra ka lungon

**posporo**

### **Pamahiin**

- Dili magtaboktabok sa duha ka minatyan kay magkataykatay ang mamatay.
- Sa dili pa mo biya sa menteryo magpalina daan para mawala ang daotang elemento.
- Ayaw panilhig og gabie kay mogawas ang swerte.
- Ayaw pagkantakanta sa abuhan kay makamenyo ka og balo.
- Dili malego kung dog-on kay makaboang.

## **Awiting Bayan**

### **Karunungan Bayan**

## Bugtong

Ang kabayo ni Adan hindi tumatakbo  
kahit ito'y sakyan.

Ang nasa loob ay mabato,  
habang ang nasa labas ay ararohan.

Isang sundalo pabalikbalik sa kampo.

Hindi pari , hindi naman hari  
nagdadamit ng sari-sari.

Maraming patay na inilagay sa  
iisang kabaong lamang.

Pamahiin

**kudkoran  
kakaw**

**sipon**

**sapayan**

**pospor**

- Huwag kang pumunta sa dalawang patay ng sabay baka magkasunodsunod ang mamatay.
- Sa hindi pa kayo aalis sa sementeryo dapat magpalina para mawala ang mga masasamang elemento.
- Huwag kang maglawis ng gabi baka mawala ang buwenas.
- Huwag kang kumanta pag ikaw ay nasa lutoan baka makaasawa ka ng biyudo.
- Huwag kang maligo pag ikaw ay may buwanag dalaw baka ikaw ay maging baliw.

## Kasabihan

- Mas matulis pa ang salita kaysa espada.
- Kung may isusuksok may madudukot.
- Ana pag-aasawa ay di gawaing biro na naluluwa kapag ikaw ay napaso.
- Ang taong walang kibo, nasa loob ang kulo.
- Madali ang maging tao, mahirap magpakatao

Mga Oral na Literatura sa 50<sup>TH</sup> Baranggay

Awiting Bayan

## Kundiman

*Gugmang Anugon*

Anugon anugon gugma ko'y anugon,  
Anugon anugon gugma ko'y pridisyon,  
Ang ako nga nobya, may nobyo na siya  
Ang akong gihatag, ako nang bawi-on

## **Filipino**

### *Sayang na Pag-ibig*

Sayang na sayang pag-ibig ko'y sayang,  
Sayang na sayang pag-ibig ko'y sayang,  
Ang aking nobya ay may iba ng sinisinta.  
Babawiin ang pag-ibig na ibinigay ko sa kanya.

## **Balak**

### *Rayna sa Kalangitan*

Oh! Rayna sa kalangitan,  
Kanus-a pa matiti kanang imong kahayag,  
Ihatag na kanang imong kalooy.  
Aron dili ako magdangoyngoy.

## **Salin**

### *Reyna sa Kalangitan*

Oh! Reyna ng kalangitan,  
Kailan ko pa masisilayan ang iyong kagandahan,  
Ibigay mo na sa akin ang iyong maalab na pagmamahal.  
Para ang puso ko'y hindi na iiyak pa.  
Karunungan Bayan

## **Palaisipan**

**Pangotana:** Unsaon man paskatawa sa dalaga nga dili makit-an ang  
iyang ngipon?

**Tubag :** Iyahang tabonan ang iyang ngipon.

**Pangotana:** Walo ka tiki sa atop bumida ang isa ming ingon kabalo ko motambling.unya ming tambling siya nabilib sila sa ilang nakita.  
Pila na lang kabuok ang na bilin nga tiki sa atop?  
**Tubag :** Wala kay nangahulog man silang tanan.

## **Bugtong**

Duha kabuok itom nga bato  
Layo kaayo ang maabtan

**mata**

Ang wakwak nanganak  
Tumoy sa dalan

**saging**

Naay ulo walay buhok  
Naay tiyan walay pusod

**baki**

Molakaw bisan walay mo bira  
Modagan bisan walay tiil

**bangko**

Buhok ni Maria dili madupa

**dalan**

## **Pamahiin**

Kung putlon ang imong buhok ibutang kini sa punoan sa saging, para dali ra mo taas.

Dili malego kung biyenes kay mabuyagan.

Ayaw pagpalit og dagom kung gabie kay mataya tanang dagom.

Bawal malego kung gabie kay makaboang.

## **Kasabihan**

Ako ang nagluto lahi ang ming kaon.

Bisan wala kay manahon nga kwarta basta nakamana ka og maayong batasan.

Mga Oral na Literatura sa Baranggay Molicay



## **Kwentong Bayan**

### **Alamat**

Matud sa mga tawong nagpuyo niining lugara, ang ngalan sa ilang barangay gikan niining istoryaha.

Sa unang panahon, ang dalan sa maong lugar puro jud daw libaong. Kay dili pa man lage uso ang sementado nga dalan, ang tawong muage sa maong dalan, Molikay gayod!. Magbantay jud daw ikaw sa imong gilakwan kay imong likayan ang maong libaong, mabato, ug lapok nga dalan.. Tungod sa hinungdan nga ikaw malikay-likay, kining lugara ginganlan ug Molicay. Sa karon dili na ikaw maglikay –likay tungod sa maong maot nga dalan kay kini sementado naman. Pero imong susihon ang dalan niining lugara mura gihapon ug naglikay-likay sa daghang likoonon.

### **Filipino**

Sabi ng mga taong nakatira sa lugar na ito, ang pangalan ng kanilang lugar ay nagmula sa kwentong ito.

Noong unang panahon, puros lubak-lubak pa daw ang daan ng lugar na ito. Dahil hindi pa uso ang sementadong daan, kailangan mo talagang umilag ( “Molikay”) sa mabato, maputik at pangit na daan. Mag-iingat ka talaga sa iyong tinatapakan. Dahil kailangan mong umilag (“Molikay”), ang lugar na ito ay pinangalanang “Molikay”. Sa ngayon, maayos na ang daan ng lugar na ito. Sementado na at wala na masyadong makikitang lubak-lubak na daan. Pero kung iyong papansinin ang daan, itoy hindi tuwid dahil maraming paliko-liko. Sabi ng iba, itoy tila umiilag-ilag (naglikaylikay).

### **Kwento Ng Kababalaghan**

## ***Mangga***

Natingala ka ba kung ngano ang mga driver sa mosirbato gayod kung kini molabay sa punoan sa mangga? Nasulayan na ba nimong mahimong pasahiro nila? Kini mao ang hinungdan.

Matud sa mga tawong nagpuyo niining dapita, daghan ang mahadlok niining manggaha. Kay kini naa sa mingaw nga dapit ug wala kay makita nga balay. Sigurado dyod na motindog gayod ang imong balahibo kung ikaw molabay nianing dapita. Daghan na pod ang nakakita ug dili mga ingon nato niing manggaha. Sauna daw, nay isa ka driver. Gabei na kato siya nakauli atong tungura ug wala na dyod kay tawong Makita atong orasa. Sa dihang siya ga drive dapit na sa mangga, dako nyang kakurat na isa ka dakong iro ang iyang nakita. Dili kini ordinaryong iro na ming atang kaniya kay mura kini kadako sa poste. Tungod sa kahadlok niya , gipakusgan niya ang dagan sa iyang motor. Dili lang siya ang nakasulay atong hitabua kay ang uban pod nakasulay ug mga dili ordinaryo nga panghitabo. Sukad ato mingkalat na ang lain-lain na istorya mahitungod anang manggaha. Sukad anang nga panghitaboa, kung kinsa man ang molabay diri mosirbato gayod isip pananghid na molabay.

Salin

## ***Mangga***

Nagtataka ka ba kung bakit ang mga driver ay sumisirbato bago dumaan sa puno ng mangga? Naranasan mo na bang maging isang pasahero nila? Ito ang misteryong dahilan.

Sabi ng mga taong nakatira sa lugar na ito, talagang kinakatakutan ang punong manggang ito. Dahil ito’y nakatirik sa lugar kung saan walang bahay kang makikita. Talagang tatayo ang balahibo mo lalo na king ikaw ay daraan dito kung gabi na nag-iisa. Marami na ring nakakakita ng mga iba’t ibang uri ng kababalaghan sa punong ito. Noon daw, may isang driver na nakauwi ng ikalaliman ng gabi at halos lahat ng tao ay tulog na. Habang nagmamaniho siya, palapit sa punong ito para lumiko, laki niyang gulat na may malaking aso ang humarang sa kanya. Hindi ito ordinaryong aso lamang dahil kasing laki ng poste ito. Dahil sa laking gulat at takot niya, binilisan nya ang pagpapatakbo. Mula noon kumalat na ang kwentong ito pati na rin ang mga ibat ibang karanasan nila sa lugar na ito. Hindi lamang sya ang nakaranas ng pangyayaring iyon dahil ang ibang driver ay nakaranas din. Mula noon, kung may dadaan na magmamaniho ay sumisirbato bago limiliko sa paghingi ng pahintulot na dadaan.

## **Anekdot**

### **Ang Iring**

Naay isa ka pamilya sa isa ka dapit. Naa sila’y anak na ginganlan ug juan. Kining pamilyaha naay pinangga nga iring, apan si Juan magselos aning iringa. Isa ka adlaw nang lakaw ang iyang ginikanan ug diha iyang giplano na iya kining dal-on sa layo para mawala na sa iyang kinabuhi, Sa dihang naglakaw siya bitbit sa iring, iyang natagbuan si Pedro iyang bestfriend. Gipangutana sya ani kung asa kini mopaingon ug iyang giingnan kini na iyang dad-on ang iring sa layo para wala na kini sa ilaha. Padayon sya ug lakaw ug napunta jud siya sa layo kayo nga lugar bitbit ang ilang iring. Sa dihang iya nakining gibiyaan nalipay kayo siya kay dili na ni niya makita. Ningngitngit natong higayuna ug nabalaka siya kung unsaon pag uli kay nawala siya. Iyang nakit-an ang iring

Minglakaw ang iring ug iya kining gisundan hangtod nakauli sila sa ilang balay. Sa dihang ning abot na sya gikasuk-an sya pag-ayo sa iyang mama kung asa kini gikan. Iyang giingnan ang iyang mama na kung dili tungod sa iring wala na siya kauli.

## **Filipino Version**

### ***Ang Pusa***

May isang pamilya sa isang lugar at meron silang anak na pinangalanang Juan. Ang pamilyang ito ay may alagang pusa., subalit pinagsisilusan ito ni Juan. Isang araw, ang mga magulang ni Juan ay umalis at pinagplanohan niya na dalhin ang pusa sa malayong lugar para mawala ito sa kanyang buhay. Sa kanyang paglalakad daladala ang pusa nasalubong niya ang kanyang matalik na kaibigang si Pedro. Tinanong siya nito kung saan siya pupunta at sinabi niyang dadalhin niya ang pusa sa malayong lugar para mawala na ito sa kanila. Patuloy siyang naglalakad at napunta siya sa isang malayong lugar . Pagkatapos iwanan ang pusa tuwang tuwa siya. Sa kanyang kasiyahan hindi niya napansin lumubog na pala ang araw at madilim na pala sa paligid. Nag-alala siya kung paano siya makakauwi dahil siya ay nawawala. At nakita niya ang pusa na naglalakad. Sinundan nya ito hanggang nakauwi siya sa kanilang bahay. Sa kanyang pagdating sa kanilang bahay ay pinagalitan sya. Ng kanyang ina. Tinanong sya nito kung saan sya galing at sinabi nya rito na kung hindi dahil sa pusa hindi sya makakauwi.

## **Awiting Bayan**

Uyayi

*Akong Igsoon*

Katulog na akoong igsoon

Kay si mama wala pa ni abot

Nipalit pa og gatas

La...la....la...la

La...la....la...la

Si mama.....si mama

Hapit na.....hapit na

Moabot.....moabot.

## Filipino

La...la...la...la

La...la...la...la

### *Aking Kapatid*

Matulog kana aking kapatid  
Sapagkat si nanay ay wala pa  
Bumili pa siya ng gatas

Si nanay.....si nanay...  
Malapit na...malapit na...  
Dumating.....dumating...

## Balak

### Orihinal

#### *Akong Itik*

Gihigugma ko ikaw  
Diri sa akong kasingkasing  
Dili ka mahanaw  
  
Ikaw ang itik na naglakawlakaw  
Diri sa akong dughan  
Ikaw lang ug wala nay lain pa  
  
Kab-uton ko ang dili makab-ot  
Kung ako ang imong higugmaon  
Panggaon ko ikaw hangtud sa  
kaibuturan

### Salin

#### *Aking Itik*

Mahal ko ikaw  
Dito sa aking puso  
Hindi ka mawawala  
Ikaw ang itik na naglalakad  
Dito sa aking dibdib  
Ikaw lang at wala ng iba  
  
Aabutin ko ang di dapat abutin  
Kapag ako ang mahalin mo  
Mamahalin kita magpakailanman

## Karunungan Bayan

## Pamahiin

### Orihinal

1. Dili manilhig ug gabei kay mugawas ang swerte.
2. Dili maligo ug martes ug biyernes kay mabuyagan, panahon na sa tingtawal.

3. Dili manghilam-os kung bilar kay makabuta.
4. Kung gadaot, dili magpaputol ug buhok.
5. Dili manail cuter ug gabei kay manunglo.

### **Salin**

1. Hindi dapat magwawalis kung gabi dahil lalabas ang swerte.
2. Hindi dapat maliligo kaoag araw ng martes at biyernes kasi araw yan ng panggagamot.
3. Hindi dapat maghihilamos kung walang tulog kasi nakakabulag ito.
4. Kung ikaw ay nagkasakit hindi ka pwedeng magpaputol ng ng buhok.
5. Hindi dapat putulin ang kuko kapag gabi kasi parang may isinumpa ka.

### **Bugtong**

#### **Orihinal**

1. Isa ka duwende, misaka sa poste (maya nga langgam)
2. Ning atras ang panit, ning abanti ang tuhod (saging)
3. Sa imabaw katunukan, sa ilalom kataruhan (nangka)
4. Sa gamay pa sininaan, sa dako na hinukasan (kawayan)
5. Sa layo pa motor, sa duol doctor (lamok)

### **Salin**

1. Isang duwende, umakyat sa poste (mayang na Ibon)
2. Atras ang balat, aabanti ang laman (saging)
3. Sa ibabaw maraming tinik, sa ilalim ay mabato (langka)
4. Sa maliit pa nagsusuot ng damit, paglaki naghuhubad ng damit.  
(kawayan)
5. Isang motor sa malayo, isang doctor ng lumapit (lamok)

### **Kasabihan**

1. Kung unsay punuan, mao ang bunga.  
Kung unsay sulti, ubani pud sa buhat..
2. Ang mag-antos, masantos.
3. Ang tawong tapulan, dili moasinso.
4. Ang tawong tangayo, dalo.

## Filipino

1. Kung ano ang puno, siya ring bunga..
2. Kung ano ang sinasabi, dapat samahan ng kilos.
3. Ang nagtitiis ay nagtatagumpay sa huli.
4. Ang taong tamad, kailanman ay hindi uunlad.

## Palaisipan

Pangutana: Unsa nga Barangay sa Pilipinas ang wala jud nimo natagbuan?

**Tubag:** “BARANGAY MOLICAY” kay molicay man siya maong dili jud mu magtagbo.

**Tanong:** Anong barangay sa Pilipinas ang hindi mo pa nasasalubong?

**Sagot:** “BARANGAY MOLICAY” dahil palagi siyang umiilag kaya hindi ninyo nasasalubong

## Mga Oral na Literatura sa Baranggay Bañadero

### Kwentong Bayan

#### Alamat ng Bañadero

Gitawag siya nga Brgy.Bañadero kay gikan kini sa salita nga "Baña" na ang buot ipasabot kay tubo- tubig nga nag-agas.Sa sauna pa nga wala pa kaayo mga balay kusog gud ang agas sa tubig pero sa pagkakaran hinay nalang gud ang agas sa tubig tungod sa daghan nga balay pero hangtud karon nag-agas gihapon argyng tubod pero hinay na. Mao na ang hinungdan nganung gitawag ug Bañadero.

#### Bakit tinawag na Bañadero ang Brgy. Bañadero

Tinawag itong Brgy. Banadero dahil mula ito sa salita na "Baña" na ang ibig sabihin ay "tubo", tubig na palaging umaagos. Noon nong wala pang mga bahay malakas talaga ang agos ng tubing pero ngayong

na marami ng tao at mga bahay mahina nalang ang agos ng tubig. Pero hanggang ngayon ay umaagos parin ang tubig. Kaya ito ang dahilan kung bakit ito tinawag na "Bañadero".

## **Kababalaghan**

### **Sa eskwelahan**

Sa eskwelahan sa FCMS daghan ang nag- ingon nga daghan daw mga engkanto ug uban pang mga dili ing- ato nga nagpahinumdom. Ug na a pagani nakakita ani. Alas dos sa kadlawon naglakaw si Aling Glorita para mo adto sa merkado, kay tungod wala pay motor nga ning labay naglakaw nalang sa siya. Pag abot niya sa kural sa eskwelahan ay naa siya'y nakita nga babae nga nagtan aw sa bulan. Ang bulan atong panahona kay tibuok. Ning tan aw siya sa babae kay wala man gud siya ninglihok bisan pa ug daghan ng mga iro ang namaghot ug nagpalibot ka niya. Namaghot ug ayo ang mga iro apan ang babae nagpadayon sa iyang gibati. Ning tan aw siya sa bulan nga goul gud kaayo. Sa pagtindog sa balahibo ni Aling Glorita ay didto na iya nakabantay nga ang babae nga iyang nakita ay dili taga- kalibutan.

## **Salin**

### **Ang Paaralan**

Sa paaralan ng FCMS marami ang nagsabi na marami daw mga engkanto at ibang uri ng mga nilalang ang nagparamdam sa na sabing paaralan. At meron pa nga ang nakasaksi dito. Bandang alas dos ng umaga ay naglalakad si Aling Glorita papunta

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sa palengke dahil wala pang motorsiklo ang dumadaan. Nang nakarating siya sa sa may gate ng paaralan ay meron siyang nakitang babae na nakatingin sa buwan.

Ang buwan nong panahon araw na iyon ay buo. Napatingin siya sa babae dahil hindi pa rin ito gumagalw kahit na marami ng aso ang pumapaligid sa kanya. Kahol ng kahol ang mga aso pero patuloy parin ang babae na tumingin sa buwan. Nang tumindig na ang balahibo ni Aling Glorita ay doon na niya na malayan na ang babae ay hindi pala totoong ng tao, iyon ay taga ibang mundo.

## **Karunungang Bayan**

### **Pamahiin**

1. Dili dapat manilhig ug gabii kay mo gawas ang grasya.
2. Dili manghingoko ug gabii kay malas.
3. Dili kinahanglan maligo ug biyernes santo.
4. Kung buros kinahanglan magsuot ug itom para dili mo duol ang wakwak.
5. Dili maglalis atubangan sa kan anan kay mawala ang grasya.

### **Filipino**

- 1.Hindi dapat magwalis kung gabi dahil lalabas ang grasya.
- 2.Hindi dapat putulan ang mga kuko kung gabi dahil malas.
3. Hindi dapat maligo pag biyernes santo.
4. Kung buntis kinakailangan magsuot ng itim sumpa sa mga aswang.
- 5.Hindi dapat mag- away sa harap ng hapag- kainan dahil mawawala ang grasya.

### **Bugtong**

1. Balay ni Juan daghan ug  
buho.  
Bahay ni Juan maraming butas  
\*basket
2. Ang buhok ni Maria dili ma dupa

Ang buhok ni Maria hindi  
masukat  
\*Kalsada

3. Kabayo ni Juan sakyan dili mo dagan.

Kabayo ni Juan pag sasakyan hindi tatakbo  
\*Kaguran

4. Dili tawo, dili hayop pero mo iyak.

Hindi tao, hindi hayop pero

umiiyak.

\*Kandila

5. Ang balay ni Maria daghan ug tawo

Ang bahay ni Maria maraming tao

\* Posporo

## Mga Oral na Literatura sa Baranggay Maningcol

### Kwentong Bayan

#### Alamat

Ang ingon ingon sa mga katigulangan, diri sauna, adunay tribo sa Subanos , kaning mga triboha mga isog ug kusgan, usa na diri si Maning, siya ang dakodako sa ilang tribo, mayo kayo na siya mupatay ug baboy sulok.

Usa ka adlaw, toa si Maning sa kalasangan nagpangita siya ug kalan-onon, sa iyang pagpangita nakatagbo siya ug duha ka isog na baboy sulok, giatake siya. Sa ilang pagkumbate, napaakan ug naputol iyang walang kamot pero napatay niya tong mga hayopa. Ato nga panghitabo, ingkatag sa tibook tribo ug sa tibook namuyo ana nga lugar. Sugod ato, nahimo siyang tagaluwas sa ilang tribo ug didito pod gasugod ang pagtawag sa iyaha nga “Maning Pungcol”. Pagkamatay niya, ang mga tawo ato nga lugar kay gahimo ug mubo nga pahinumdom ni Maning Pungcol, mao ni siya ang bag-ong pulong nga nahimo nila sa pangalang Maning Pungcol ang “MANINGCOL” ug para mahinumduman nila ang kaayuhang gipanghimo niya, gipanganlan nila ilang lugar ug “Maningcol”.

## **Filipino:**

Ayon sa mga matatanda dito, noong unang panahon mayroong isang tribo sa Subanos. Ang tribong ito ay pawing matatapang at malalakas isa na dito si Maning, siya ang nangunguna sa ilang tribo, napakahusay rin niyang pumatay ng baboy ramo.

Isang araw, pumunta si Maning sa kagubatan upang maghanap ng makakain, sa kanyang paghahanap nakatagpo siya ng dalawang mababangis na baboy ramo at sinulong siya. Sa kanilang tunggalian, nakagat ng mga baboy ramo si Maning at naputol ang kanyang mga kamay ngunit napatay din niya ang mga mababangis na hayop.

Ang pangyayaring iyon ay mabilis na kumalat sa buong tribo at sa buong nakatira sa kanilang lugar. Simula noon, naging tagagpagligtas siya sa ilang tribo at doon din nagsimula siyang tawaging “Maning Pungcol”. Sa kanyang pagkamatay, lahat ng mga tao sa lugar na iyon ay nagbigay ng pugay sa kanya ay ito ang dahilan na nakagawa sila ng pangalang “Maningcol” mula sa pangalan ni Maning at para na rin lagging maalala ang mga kabutihang kanyang nagawa at pinangalan nila ang kanilang lugar na “Maningcol”.

## **Awiting Bayan**

Oyayi

*Si Inday*

1. Nahikatulog na ang akong pinalangga,  
Nga akong giawitan sa gugma kung timawa,

Ako siyang gilaylayan sa duyog kung bugnaw,  
Siya nakatulog sa lalom na paghagok.

2. Si Inday pula og laso,  
Naglakaw nagkinto-kinto,  
Ayoha Inday pakiay-kiay,  
Kay aron si Nanay malipay.

*Si Inday*

NahihimbIng na ang aking minamahal  
Na aking inawitan sa pag-ibig kong timawa  
Dinuyan ko siya sa aking himig na malamig  
Nakatulog siya sa malalim na paghilik  
Si Inday pula ang laso  
Naglakad pakinto-kinto  
Ayusin mo Inday pakinding-kinding  
Upang si Nanay ay maaliw

**Awit Panrelihiyon**

**Señior San Juan**

Sa wala pa sumidlak ang adlaw  
Daan nang natawo si San Juan  
Niadtong kantong bulahan  
Nga napuno ohh sa kasilaw  
Si San Juan nga dibuto  
Sa diosnon nga Salvador  
Oh didto iyang himpalgan  
Kay diosnon man siyang dako  
And diyos sa kahitas-an  
Kining Santos nga maambog  
( Balik sa una nga linya )

**Salin:**

*Señior San Juan*

Sa hindi pa sumilang ang araw  
Si San Juan ay tao na  
Awit na pinagpala  
Na napuno ng liwanag  
Si San Juan ay dibuto  
Sa maka-Diyos na si Salvador  
At doon niya nasilayan  
Dahil siya ay maka-Diyos  
Ang Diyos sa kataas-taasan  
Nitong Santos na mabuti  
( Bumalik sa unang linya )

## Balak

### *Sa Akong Dughan*

1. Ning sud-ong kining  
nagahilak,  
Na sa kanunay priming  
nag-antos,  
Ayaw pasagdi kining alaot,  
Nga sa kaluoy ihatag ang  
kalipay,  
Ihatag na aron kanimo  
magmalipayon.
2. Kining kinasing-kasing  
kong paghigugma kanimo  
Inday,  
Bisag-asa ka  
magtago, bisag sa tumuy-  
tumoy pa sa kawayan,  
Moabot gani ning akong  
gugma,  
Sakaon ko ikaw sa walay  
hagdan-hagdan.

### *Sa aking Puso*

- Nitong puso kong umiiyak  
Na palaging nagdurusa  
Huwag mo sanang  
pabayaang itong walang  
alam  
Na sa awa'y ibigay ang  
kaligayahan  
Ibigay ito upang sayo'y  
maging maligaya.
- Itong puso kong umiibig  
sayo Inday  
Kahit saan ka man  
magtago  
Kahit pa sa dulo ng  
kawayan  
Kapag pag-ibig ko na  
Aakyat in kita na kahit pa walang  
gamit ang hagdan

## Karunungan Bayan

## Palaisipan

1. Ang santa kay gamiton sa pangalan nga pangbabae.  
Panaglitan, Santa Clara ug Santa Teresita.  
Ang Santo pod kay gamiton sa panglalake  
Pinaglitan Santo Tomas ug Santo Domingo.  
Na poy lalake na kung panganlan kay Santa, Kinsa Siya  
\*Santa Claus

Ang Santa ay ginagamit sa pangalan ng babae.  
Halimbawa: Santa Clara at Santa Teresita.  
Ang Santo naman ay ginagamit sa lalake.

Halimbawa: Santo Tomas at Santo Domingo.  
Meron ding lalake na kung tawagin ay Santa. Sino siya?  
\*Santa Clause

### **Bugtong**

1. Atras ang panit,  
Abante ang unod.  
\*saging
2. Sa ibabaw katunukan  
Sa ilalum kadaruhan  
\*nangka
3. Dala nimo,  
Dala ka.  
\*sinelas
4. Sa layo pa nakaila,  
Sa duol na nangutana.  
\*patay
5. Sa layo pa motor,  
Sa duol na doctor.  
\*lamok

Abante ang laman  
\*saging

2. Sa ibabaw katinikan  
Sa ilalim kaararuhan  
\*langka

3. Dala mo  
Dala ka rin  
\*tsinelas

4. Sa malayo pa nakilala  
Sa malapit na nagtanong  
\*patay

5. Sa malayo pa motor  
Nang sa malapit na doctor  
\*lamo

### **Filipino**

1. Atras ang balat

### **Pamahiin**

1. Kung manilhig dili ipadulong sa hagdan kay bwiset.
2. Dili maligo ug biyernes kay mabuyagan.
3. Dili manulsi ug gabie kay makadaot sa mata.
4. Kung magdaut, dili magpapatol ug buhok.
5. Kung Biyernes, dili mang nailcutter kay manunlo sa mama ug papa.

### **Filipino**

1. Kapag magwawalis huwag ilapit sa may hagdanan dahil ito'y malas.
2. Hindi pwedeng maligo pagbiyernes dahil laban ito sa usog
3. Hindi pwedeng magsulsi paggabi dahil nakakasira ito sa ating nga mata.
4. Pag may sakit, huwag magpagupit ng buhok.
5. Kapag biyernes, huwag gupitan ang mga kuko dahil parang ninais mong

mamatay ang yong mga magulang

## Kasabihan

1. Kung unsay punuan, maoy bunga.  
**Kung ano ang puno ay siya ring bunga.**
2. Ang katabian mo, dagway mo.  
**Ang kadaldalan mo, mukha mo.**
3. Sulti ubani sa buhat.  
**Pag sinabi mo, samahan mo ito ng kilos**
4. Pamapha adisir ka mosulod.  
**Malinis ka muna bago ka pumasok.**
5. Daghang sulti, daghang sayop.  
**Maraming salita, maraming mali.**

## Pamahiin

### Orihinal

1. Kung manilhig dili ipadulong sa hagdan kay bwiset.
2. Dili maligo ug biyernes kay mabuyagan.
3. Dili manulsi ug gabie kay makadaot sa mata.
4. Kung magdaut, dili magpaputol ug buhok.
5. Kung Biyernes, dili mang nailcutter kay manunlo sa mama ug papa.

### Filipino

1. Kapag magwawalis huwag ilapit sa may hagdanan dahil ito'y malas.
2. Hindi pwedeng maligo pagbiyernes dahil laban ito sa usog
3. Hindi pwedeng magsulsi paggabi dahil nakakasira ito sa ating nga mata.
4. Pag may sakit, huwag magpagupit ng buhok.
5. Kapag biyernes, huwag gupitan ang mga kuko dahil parang ninais mong  
mamatay ang yong mga magulang

## Mga Oral na Literatura sa Baranggay Pulot

### Kwentong Bayan

## **Anekdota**

Kinse anyos na si Juan apan Grade-6 pa gihapon siya. Tapulan Magtuon, dili maghimo ug asaynment, ug magsigeg pangupya sa klasmeyt - mao kini sila ang iyang mga komon nga nilihukan sa eskwelahan. Miabot ang bulan sa Marso ug si Juan wala lang gihapoy klaro kung makapaso ba siya kauban ang iyang mga klasmeyt. Naluoy ang maistra maonang iyang gipatawag si Juan aron hatagan kini ug test. Kung maanseran ni Juan ang tulo ka pangutana sa maistra, pwede na kining mugradweyt.

Maistra: Juan, unsay eningles sa pagkaon?

Juan: (Wala kabalo sa answer maonang nagdesisyon nalang siya nga awat-awaton ang maistra.)

Pagkaon? Aw, di, pagkaon pud! (food)

Maistra: Very good Juan! Ensakto! Karon, Mangutana ko, Unsay iningles sa nagguol?

Juan: Nagguol mam? Kasayon! Di nagguol sad!

Maistra: Korek! Lisud-lisod na ning sunod nga pangutana Juan...

Unta matubag ni nimu. Unsay espeling sa diet?

Juan: (Nakurat; naithan ug tiki ang iyang bangko)

Mam! Diay Iti!!! (d-i-e-t)

Ug si Juan nakagradweyt jud. Ninggradweyt nga naglibog nganong insakto ang iyang mga gipanulti sa iyang maistra.

## **Salin:**

Kinse anyos na si Juan ngunit nasa Grade-VI pa rin. Tamad mag-aral, hindi gumagawa ng takdang-aralin, at palaging nangongopya sa kanyang klasmeyt. Ito ang palagi niyang ginagawa sa paaralan. Buwan na ng Marso ngunit walang kasiguruhan kung



siya ay makakagradweyt kasama ang kanyang mga kaklase. Naawa ang guro kaya't pinatawag si Juan upang bigyan ng pasulit. Pag nasagutan ni Juan ang tatlong katanungan ng guro ay makakagradweyt siya.

Guro: Juan, ano sa Ingles ang pagkain?

Juan: (Hindi alam ang sagot kaya't nagdesisyon nalang na gagayahin ang guro.)

“Pagkaon?, ah, di,..pagkaon pud!”(food)

Guro: Very good Juan! Tumpak! Ngayon, tanong ko, ano sa Ingles ang “naguol?”

Juan: Naguol maam? Madali lang, di “naguol sad!”

Guro: Korek! Ito, mahirap-hirap na tanong na ito Juan, sana'y masagutan mo ito. Ano ang spelling ng “DIET”

Juan: (Nagulat, “naithan ug tiki ang iyang bangko.”

Maam!, “ diay iti” (D-I-E-T)

At sa wakas si Juan an nakagradweyt. Gradweyt na nalilito bakit tama ang kanyang mga sagot.

## **Alamat**

### **Orihinal**

#### *“Ang Sinugdanan sa Pulot”*

Sa unang panahon, naay usa ka lugar nga daghan kaayo ug tanum sa nagkalain-laing mga prutas. Ang ilang kaprutasan kay abunda sa mga bunga. Sa una palang nining pagpamunga, nalipay ang mga tawo kay daghan gayod sila ug abot gumikan sa mga prutas. Apan, sa mga misunod nga pagpamunga niini, natingala gayod sila ug nganong gamay na lamang ang ilang abot sa mga bunga. Ug ang pinaka gikatingalahan nila nga sa dihang mangharvest na sila sa mga bunga, daghan sila ug nakit-an na mga pulak nga salin-salin sa kinan-an sa mga langgam. Dako gayud ang ilang kabalaka gumikan niini. Nabalaka sila na kung magpadayon kini, wala na gayod silay makaon.

Busa, naghuna-huna sila ug mga posibleng solusyon kung unsaon nila pagsulbad ang ilang problema. Ug sa paglabay sa mga adlaw nagdesisyon sila na maghimo ug laang aron ilang masakpan ang mga langgam nga mihurot ug kaon sa bunga sa ilang tanum na mga prutas. Ang laang nga ilang gibuhat ginama kini gikan sa punuan nga muduga ug tagok. Ilang gisapsapan ang punuan ug ang mga sinapsapan nila, ila kining tadtaron dayon pormahon ug lignin daw mura usab ug hitsura sa prutas. Ug ila kining ibitay sa mga punuan sa tanum nilang mga prutas.

Sa misunod na adlaw, ilang gisubay ang mga punuan na ilang gipangbitayan niini. Labihan ang ilang kalipay kay wala na sila makakita ug mga pulak kondili mga langgam na mitapot sa laang na ilang gibuhat. Tungod niini, mibalik ug kadaghan ang abot sa bunga sa mga tanum nilang prutas. Ang mga tawo nga nagpuyo niining lugara, migamit gayod niini ug ilang ginganlan ang laang nga **“kapulot”**. Kay gumikan sa mahitabo sa mga langgam sa dihang mobatog sila niini. Motaput ang mga langgam ug dili na gayod makalupad. Sa kadugayan, ginganlan nila ang ilang lugar ug **“kapulot”** tungod kay kini mao ang hinungdan nganong dako ang ilang abot matag pamunga sa ilang tanum na mga prutas ug daghan usab ang migamit niini. Sa kadugayon sa panahon, daghan na ang namuyo niining lugara ug ang **“kapulot”** niadto nahimo na karong **“Pulot”**. Mao na kini karon ang ngalan niinig lugar.

### Salin

#### “Ang Pinagmulan ng Pulot”

Noong unang panahon, may isang lugar na may maraming tanim na iba’t ibang klase ng prutas. Ang kanilang tanim na prutas ay sagana sa mga bunga. Sa una nitong bunga, ang saya ng mga tao

dahil ang laki ng kanilang kinita dahil dito. Subalit, sa sumunod na bunga nito, ganun na lamang ang kanilang pagtataka kung bakit mababa na lamang ang kinikita nila. Ang ipinagtataka lang nila ay kung bakit sa tuwing aanihin na nila ang mga bunga, marami silang nakikitang mga bunga na nagkalat sa paligid. Ito’y mga tira pala ng mga ibon. Ang laki talaga ng pag-aalala nila dahil dito. Sila ay nag-aalala na kapag ito ay nagpatuloy, malamang wala na silang makain.

Kaya, nag-isip-isip sila ng mga solusyon kung papaano nila masosolusyunan ang kanilang problema. Sa paglipas ng mga araw, napagdesisyonan nilang gumawa ng bitag para madakip nila ang mga ibon na umubos sa bunga ng mga tanim nilang prutas. Ang bitag na ginawa nila ay gawa mula sa mga puno na may dagta. Ang puno ay kanilang babalatan at pagkatapos ay tatadtarin. Ito ay kanilang huhulmahin hanggang sa maging hugis bilog na katulad ng isang prutas.

Sa sumunod na mga araw, pinuntahan nila ulit ang mga puno pra tingnan. Ganun na lamang ang kanilang saya dahil wala na silang nakitang mga bunga na nagkalat sa paligid. Sa halip ay mga ibon na dumikit sa mga bitag na kanilang inilagay. Dahil ditto, bumalik na sa dati ang kanilang kinikita at mas lalu pa itong lumaki. Kinausap nila ang mga tao na naninirahan ditto na gumamit din. Tinawag nila ang bitag na “**kapulot**” dahil sa nangyayari sa ibon sa tuwing dadapo ito. Sa katagalan ay tinawag nila ang kanilang lugar na “**kapulot**” dahil ito ang nagging dahilan kung bakit malaki ang kinikita nila sa mga tanim nilang mga prutas at silang lahat ay gumagamit nito. Sa paglipas ng panahon, marami na ang naninirahan sa lugar na ito. Ang “**kapulot**” noon ay nagging “**Pulot**” na ngayon. Ito na ngayon ang tawag sa lugar na ito.

## **Kwentong Kababalaghan**

## *Orihinal*

### Nganung Naay Uging

Sa katigulangan, ginadili ang mga babaye sa pagpanghayhay sa ilang mga sinina kung mulapas na ug alas size sa gabie (ilabina ang mga underwears). Ingon sila, nga kung manglakaw ang mga dili ingon nato sa gabie, ug kung nay mga hinayhay sa gawas, ila kining simhutan. Magbilin kini silag kadaot sa panapton kung kini sul-obon. Giingon nga ang uging dili anak sa tawo, kundili, anak sa dili ingon nato...

## Salin

### Bakit May mga Anak-araw

Sa mga matatanda, nahigpit na ipinagbabawal sa mga babae ang pagsasampay ng damit kapag lampas na ng alas siez ng gabi (lalo na ang mga underwears). Sabi nila, sa gabi ay gumagala ang mga ingkanto at sa tuwing may makikita silang damit na isinampay sa labas, aamuyin nila ang mga ito. Ito ay nakapagdudulot ng di kaaya-ayang resulta sa tao kapag ang damit ay isusuot na. Sinasabing ang mga anak-araw ay anak ng isang ingkanto.

### **Awiting Bayan**

## **Awit Panrelihiyon**

### Orihinal

Amahan, Anak, Espiritu

Amahan, Sa kinabuhi akong nakita,  
Ikaw ang Dios nga nag-uban  
kanako.

Ang akong kinabuhi anaa sa imong  
mga kamot,

Sa imong tapad ako motindog.

halad ko ang akong kinabuhi diha  
kanimo

Tabangi ako Amahan sa  
pagpakamatinud-anon.

## Salin

Ama, Anak, Espiritu

Ama sa aking buhay nakita,

Ikaw ang Diyos na sa akin ay  
gumagabay  
Ang aking buhay ay nasa iyong  
mga kamay

Sa iyong tabi ako titindig  
Sa iyo ko iaalay ang aking buhay  
Tulungan nyo po ako Ama na  
maging totoo

## **Mga Balak**

### **Orihinal**

Akoy bulak nga walay kalipay,  
nga nagpuyo niining kalibutan.  
Ang kinabuhi ko karon,  
pobre lang gihapon.  
Kay ako, igsoong tinamay,  
antuson ko ang tanan basta  
makalipay lang sa akong nanay.

Mabigyang ligaya lamang  
Ang aking ina

### **Salin**

Ako'y bulaklak na walang saya  
Na nakatira sa mundo  
Ang buhay ko ngayon  
Ay mahirap parin  
Dahil ako'y taong hinuhusgahan  
Ngunit titiisin ko ang lahat

## Karunungan Bayan

### Palaisipan

#### Orihinal

Gilakag ka sa leyon,  
misaka ka ug dali-dali sa kahoy.  
Pagsaka nimo, tua diay  
bitin nga naghulat.  
Unsaon man nimo pag-ikyas  
aron ka makalingkawas?

**Tubag:** mumata

#### Salin

Hinabol ka ng liyon  
At nagmadaling umakyat  
sa isang puno  
Pag-akyat mo ay meron palang ahas  
Na naghihintay  
Ano ang yong gagawin  
upang ikaw ay makatakas?

**Sagot:** Gigising

### Mga Bugtong

#### Orihinal

1. Itom sila sa buntag, puti sa gabie.

**Tubag:** buhok

2. Sa hawak mugakos,  
ayaw pagbinuang aron dili ka  
malatos.

**Tubag:** bakos

3. Anaa pud nimo ang kinabuhi,  
Apan gitumban-tumban lang ka  
sa walay lingi-lingi.

**Tubag:** yuta

#### Salin

1. Itim sila sa umaga,  
Puti naman ang araw ay palubog  
na.

**Sagot:** Buhok

2. Yumayakap sa baywang,  
Wag kang makulit upang ika'y di  
matamaan.

**Sagot:** Sinturon

3. Ang buhay ay taglay mo rin,  
Ngunit ika'y tinapaktapakan  
lang.

**Sagot:** Lupa

### Mga Pamanhiin

#### Orihinal

1. Kung nay mamatay, ang pamilya nga natungdan kay kinahanglang dili

- manilhig aron dili magsunod-sunod ang mga patay.
2. Kung may planong magpakasal, kinahanglan nga ang petsa niini matunong nga bulanon.
  3. Tingligo sa mga dili ingon nato ang adlaw nga Bernes maonang dili maligo ang tawo aron dili siya makasala sa mga ingkanto inig kaligo.

### **Salin**

1. Kapag may namatay, ang pamilya na namatayan ay kailangang hindi maglinis o magwawalis nang saganon ay hindi magkasunod-sunod ang pagkamatay ng mga tao.
2. Kapag may planong magpakasal ang dalawang magsing-irog, kailangang ang petsa ng kanilang kasal ay itatakda na bilog ang buwan.
3. Ang araw na Biernes ay araw na maliligo ang mga ingkanto kaya, nararapat lamang na hindi maligo ang tao upang hindi siya magkasala sa mga ingkantong naliligo.

### **Mga Kasabihan**

#### **Orihinal**

1. Ang maayong buhat labaw pa sa maayong pulong.
2. Walay kaguol sa kalibutan nga dili maayo sa langit.
3. Ang maayong tawo namalandong perminte sa iyang gipanulti.
4. Siya nga dili makapasaylo, niputol sa tulay nga siya mismo ang mulabay.
5. Ang pagpasakit sa dautan nga konsensya mao ang impiyerno sa buhi nga kalag.

### **Salin**

1. Ang mabuting gawain ay higit pa sa mabuting salita.
2. Walang lungkot dito sa mundo na hindi kayang hilumin ng langit.
3. Ang mabuting tao ay maingat palagi sa kanyang sinasabi.
4. Siya na hindi kayang magpatawad, ang pumutol sa tulay na siya mismo ang dadaan.
5. Ang pagpapasakit ng itim na budhi ay siyang impiyerno sa loob ng buhay na kaluluwa.

## Mga Oral na Literatura na sa Baranggay Malaubang Kwentong Bayan

### **Alamat** Orihinal

#### “Ang Sinugdanan sa Malaubang”

Kaniadto, naay usa ka lugar nga gipalibutan sa katubigan sa suba ug sa dagat. Wala pa kayo mga tawo nga nagpuyo niining lugara. Usa ka adlaw, naay grupo sa mga tawo nga nagpuyo nga nagsakay ug sakayan. Gikan sila sa laing lugar nga mianhi niining lugara aron mamuyo. Apa, sa dihang naa na sila tunga -tunga sa suba ug dagat, mikalit ug kusog ang sulog sa suba ug ang balod sa dagat. Nangahadlok sila ug nataranta nga mao na hinuon ang hinungdan nga nahayang ang sakayan ug nangahulog sila sa tubig. Tungod sa ilang kahadlok, nagsantaiya sila ug langoy padulong sa daplin nga wala nay tubig. Wala nila mabantayi nga naa pa diay silay kauban nga nahibilin didto.

Nangayo ug tabang kadtong tawo apan wala siya madunggi nila. Sa dihang hapit na jud siya malumos, misinggit siya sa makusog “**malaban**”. Sa ato pa, daotan ang iyang mga kauban kay gipasagdaan lang siya. Natingala ang iyang mga kauban kung kinsa kadtong misinggit ug ilang nahibaluan nga ang ila diay kadtong kauban nga nahibilin. Milangoy ang usa kanila aron luwason siya apan, ulahi na siya kay sa pag-abot niya didto wala na ang ilang kauban kay nalumos na jud.

Tungod ato nga panghitabo, sa dihang naay muagi ug maligo didtong dapita dili gyud malikayan nga naay madisgrasya. Gituohan sa mga tawo nga nanimalos daw kadtong unang tawo nga nalumos didto. Busa, gidili sa mga tawo didto ang pag-ligo ug pag-adto didto. Apan dili gyud malikayan nga naay mapadpad niadtong dapita kay pipila kanila nga ang panginabuhi kay pagpanagat.



Gitawag nila ang ilang lugar nga “**malaban**” kay daghan na ang nangahadlok ug daghan na usab ang nadigrasya sa tubig nga mipalibot niadtong lugara. Bisan pa ug ingon na lamang ang ilang kahadlok sa ilang lugar, daghan pa gihapon ang mga padpad didto nga taga laing lugar ug didto na mamuyo. Sa dihang nahibaluan na nila ang istorya niadtong lugara, wala sila mibati ug kahadlok kondili midasig sila sa pagtukod ug tulay aron mamaayo na ang paglabang sa mga tawo didto sa pikas bahin nga wala nay tubig. Ug malikayan na usab nila ang disgrasya. Dako gayud ang natabang atong gitukod nila nga tulay sa pag-adto sa laing lugar. Sa paglabay sa panahon, ang tawag nga “**malaban**” sa ilang lugar, nahimong nga “**Malaubang**” ug kini na karon ang ngalan sa ilang lugar.

### **Salin**

#### “Ang Pinagmulan ng Malaubang”

Noon, may isang lugar na napapalibutan ng tubig ilog at tubig dagat. Wala pa masyadong tao na naninirahan sa lugar na ito. Isang araw, may grupo ng mga tao na nakasakay sa bangka. Galing sila sa ibang lugar na pumarito sa lugar na ito para manirahan. Ngunit, ng makapwesto na ang bangka na sinasakyan nila sa gitna ng ilog at dagat, lumakas ang agos ng ilog at ang alon ng dagat. Natakot sila at nataranta na siyang nagging dahilan kaya bumaliktad ang bangkang sinasakyan nila atnahulog silang lahat sa tubig. Dahil sa matinding takot, isa-isa silang nagsipaglangoy patungo sa gilid na wala ng tubig. Hindi nila namalayan na meron pa pala silang kasamahan na naiwan doon.

Humingi na tulong ang taong iyon ngunit hindi nila siya narinig. Nang malapit na siyang malunod, sumigaw siya ng napakalakas “**malaban**”. Na ang ibig sabihin ay masama raw ang mga kasamahan niya dahil pinabayaan lang siya. Nagtaka ang kanyang mga kasamahan kung sino ‘yung sumigaw at napag-alaman nilang kasamahan pala nila iyon na naiwan. Dali-daling

lumangoy ang isa sa kanila para sagipin ang taong iyon ngunit huli na siya dahil pagdating niya doon ay wala na dahil tuluyan ng nalunod.

Dahil sa pangyayaring iyon, sa tuwing may dadaan at maliligo sa lugar na iyon ay meron talagang madidisgrasya. Pinaniniwalaan ng mga taong nakatira doon na naghihiganti daw ang unang taong nalunod doon. Kaya ipinagbabawal nila ang pagpunta sa lugar na iyon. Ngunit hindi talaga maiiwasan na may napapadpad doon kasi iilan sa kanila na ang ikinabubuhay ay pangingsda. Tinawag nila ang kanilang lugar na “**malaban**” dahil marami na ang natatakot sa lugar na ito at marami na rin ang nadidisgrasya sa tubig na nakapalibot sa lugar na ito. Kahit na ganun na lamang ang takot ng mga tao sa kanilang lugar, marami pa rin ang napapadpad ditong taga ibang lugar para manirahan. Nang malaman nila ang kwento ng lugar na iyon, hindi sila natakot sa halip ay nagtayo sila ng tulay upang sa ganun ay malayang makakatawid ang mga tao sa kabilang bahagi ng lugar na wala ng tubig. Para maiwasan na rin nilang may madisgrasya pa sa kanila. Malaki talaga ang naitulong ng tulay na iyon sa kanila. Sa paglipas ng panahon, ang tawag na “**malaban**” sa kanilang lugar ay nagging “**Malaubang**”. Ito na ngayon ang pangalan ng lugar na ito.

## **Anekdota**

### Orihinal

#### *Pedrita*

Si Pedrita usa ka batang walay palabot sa mga nahitabo sa iyang palibot. Ang iyang pangandoy simple lang: ang maapil sa tulo nga pinaka-utokan sa klase. Kung ingnon siya sa iyang mama nga magtuon, dili siya mutuman. Mas gustom pa niya nga molantaw ug TV. Usa ka adlaw niana, gikasuk-an siya sa ilang maestra kay perme nalang siya ang pinakagamay ug grado sa ilaha. Usa kaadlaw niana, miuli si Pedrita sa ilaha nga naghilak.

Mama: Pedrita, anak, nganong naghilak ka man?

Pedrita: Giingon na n imam ang mga ‘honors’ karon ma...

Huhuhu... Nahiubos kayo ko ni mam...

Mama: Nganu man?

Pedrita: Ingon si mam, ikaupat daw ko...

Mama: Pedrita, anak, okay rana...Wala man ta gaapas, anang pwesto nimo sa

Klase. Ang ato lang, nga mag-eskwela ka ug tarong.

Pedrita: Sakit jud kaayo nga ika-upat ra ko ma! Alangan, upat ra gud mi kabuok

sa klase. Ang isa, first. Ang isa pud, second, dayon ako, fourth...

## **Salin**

### *Pedrita*

Si Pedrita ay isang batang walang pakialam sa mga nangyayari sa kanyang paligid. Simple lamang ang kanyang pangarap, ang makasali sa tatlo sa mga pinakamatalino sa klase. Ngunit, kapag sinasabihan siya ng kanyang nanay na mag-aral, ito’y hindi niya sinusunod. Mas gusto pa niyang magbabad sa panonood ng TV. Napagalitan siya ng kanyang guro dahil sa lagi nalang siya ang may pinakamahabang marka sa mga pagsusulit.

Isang araw, umuwi si Pedrita na umiiyak.

Nanay: Pedrita, anak, bakit ka umiiyak?

Pedrita: Ipinaalam na kasi n imam ang ‘honors’ sa klase naming ngayon...

Huhuhu.....Masaki tang loob ko kay mam.

Nanay: Bakit naman?

Pedrita: Sabi n imam, pang-apat daw ako...

Nanay: Pedrita, anak, okay lang ‘yan. Ang mahalaga naman talaga ay nag-aaral kang mabuti....

Pedrita: Napakasakit naming tanggapin na pang-apat ako nay! Paano naman, tatlo lang kami sa klase. Ang isa ang una, ang isanaman ang nasa pangalawa. Samantalang ako, nasa pang-apat.

## **Kwentong Kababalaghan**

### **Orihinal**

#### *Santilmo*

Ang iyang ginikanan mga tawong mag-uuma sa bukid. Sa pito nila ka managsoon, sila magpuli-puli sa pagbantay sa ilang kamaisan. Ang iyang papa naghimo ug gamayng payag kung diin diri matulog ang matungnan nga magbantay. Kinahanglan jud nga bantayan kay daghan kaayong unggoy nga maoy mohurot sa mais.

Sa dihang siya na ang mobantay, iyang gihangyo ang iyang usa ka manghud nga lalaki sa pag-uban kaniya. Sa mga ala-una na sa kadlawon, gipukaw niya ang iyang igso-on, ug miingon nga naa daw sunog. Sa iyang paglantaw sa gamay nga bintana, nakakita siya ug kalayo. Hilabihan ang ilang pagkakurat kay ang maong kalayo magsayaw-sayaw sa kamaisan, pero wa nangasunog ang malabyan niini. Usahay mudako ang kalayo, usahay mugamay...usahay mudaghan, usahay usa ra...Dugay-dugay pud nilang nakita kining ilang gituuhan nga santilmo dayon sa hikalit kini nga nawala.

### **Salin**

#### **Ang Santilmo**

Ang kanyang mga magulang ay mga magsasaka. Sa kanilang pitong magkakapatid, pinagpapalit-palitan nila ang pagbabantay sa kanilang tanim na mais. Gumawa ang kanyang ama ng isang maliit na kubo nang sa ganun ay may matulugan ang naatasang magbantay sa tanim na mais. Kailangan kasing bantayan nang maigi ang mga tanim na mais sa kadahilanang maraming mga unggoy na gumagala dito.

Sa sandaling siya na ang kailangang magbantay, pinakiusapan niyang ang isa sa mga nakababatang kapatid na samahan siya. Ala-una nang madaling araw, ginising niya ang kapatid, sinabing may sunog daw sa kanilang tanim na mais. Sa kanilang pagsilip, nakita nga nila ang apoy ngunit talagang labis ang kanilang pagtataka dahil ang apoy ay sumasayaw. Minsan lumalaki, minsan naman ay lumiliit. Minsan nag-iisa lamang, habang minsan naman ay dumarami. Matagal-tagal din nilang napagmasdan ito bago tuluyang naglaho.

Kinaumagahan, isinumbong nila ito sa kanilang ama. Ang sabi ng kanilang ama ay isa daw itong santilmo na nabubuo galing sa dugo ng taong pinaslang. Kapag matagal na daw naiinitan ng araw ang dugo at kapag naulanan ito ay nabubuo ang apoy na tinatawag na santilmo.

### **Awiting Bayan**

#### **Oyayi** **Orihinal**

Doktor piriko

Abukay sekretaryo  
Tikling ekslebente  
Tenyente si salapati

Maya walay kaulaw  
Sa tanang kalanggaman  
Tawgon dili motingog  
Unasaon kay bungol man.

#### **Salin**

Doktor piriko

Abukay sekretaryo  
Tikling ekslebente  
Tenyente si kalapati  
Maya na walang hiya

Sa lahat ng ibon  
Kung tawagin di sumasagot  
Dahil pala ay bingi

## **Awit Panrelihiyon**

### Orihinal

Ang kabalaka ayaw pasudla,  
Ug ang tanan mong kahadlok  
wad-a.

Kay ang tanang butang  
lumalabay,  
Dios lang ang magpabilin  
kanunay.

Ang pailob mao ray sinugdan,  
Sa tanan mong mga  
kaayuhan.

Ang Diosnon sa tanan wa nay  
gana,  
Dios lang igo na alang  
kaniya.

### Salin

Ang pag-aalala wag isipin,  
At ang lahat ng yong takot  
alisin.

Dahil lahat ng bagay ay  
lilipas din,  
Diyos lang ang nananatili  
palagi.

Ang pagpapakumbaba

ay nagsisimula,

Sa lahat ng iyong mga  
kabutihan.

Ang Panginoon sa lahat  
wala ng gana,

Diyos lang okey na para sa  
kanya

## **Balak**

### Orihinal

Sa paghanduraw ko sa  
bintana  
sa atong kagahapon;  
Imong gihatag kanako ang  
kalipay  
ug ako naulipon.

### *Gimingaw*

Samtang ikaw akong pang  
makubtan  
nganong ikaw gibalewala?  
Samtang ikaw anaa pa  
kanako,  
nganong ikaw akong  
gipasagdahan sa yuta.

Karon, ako nagtan-aw sa  
wala,  
ug nakabalo ang akong  
kasing-kasing  
nga ulahi na ang tanan.  
Karon, nga ako nakaamgo sa  
gidala mong kinabuhi

nga akong gipahimuslan,  
Ikaw nawala ug dili na  
mobalik kanako  
nga nagbagutan.

### **Salin**

#### *Nangungulila*

Habang pinagmamasdan ko  
itong bintana  
sa ating mga nakalipas;  
Ibinigay mo sa akin ang  
walang hanggang kaligayahan  
na sa puso'y di kumukupas.  
Noong ika'y nasa aking  
kamay,  
bakit ika'y pinaubaya?  
Noong ika'y nasa piling,  
bakit ika'y pinabayaan sa  
lupa?

Ngayon ako'y tumatanaw sa  
kawalan,  
habang tinatanggap na ang  
lahat  
ay kailangan ng kalimutan.  
Ngayon na ako'y gising sa  
katotohanan,  
buhay mong ibinigay ay  
aking nakamtan.  
Ika'y wala na at din a babalik,  
sa aking piling na lubusan ang  
pananabik.

#### Karunungan Bayan

### **Palaisipan**

### **Orihinal**

Si Epay gisugo sa iyang mama sa pagpalit niining mga butanga: isda, sin, papel ug sauce. Gihatagan siya ug kwarta apan gumikan sa iyang kadanghag, wala siya nakamatikod ng abuslot diay ang iyang bulsa. Pagkuot niya sa iyang bulsa, nakita niya nga

dyes nalang ang nahibilin! Unsaon man niya pagpalit sa maong mga butang?

**Tubag:** mopalit siya ug tinapa

### **Salin**

Inutusan si Epay ng kanyang Nanay na bilhin ang mga sumusunod: isda, yero, papel at sauce. Binigyan siya ng pera ngunit dahil sa kanyang katangahan, hindi niya namalayan na may butas pala ang kanyang bulsa. Nang kapkapin niya ang kanyang bulsa, sampung peso lang ang natira. Paano niya mabibili ang mga iniutos sa kanya ng kanyang ina?

**Sagot:** bibili siya ng sardinas

### **Tigmo/Bugtong**

#### **Orihinal**

1. Kan-on ko ang kalangitan,  
Imnon ko ang kadagatan.

**Tubag:** butong

2. Kabaw sa Manila,  
Abot diri ang unga.

**Tubag:** dalogdog

3. Hawiri ko kay moambak ko.

**Tubag:** kabo

### **Salin**

1. Kakainin ko ang langit,  
Inumin ko ang dagat.

**Sagot:** Niyog

2. Kalabaw ko sa maynila,  
Iyak ay abot hanggang ditto na  
madla.

**Sagot:** Kulog

3. Hawakan mo ako't ako'y sisid.

**Sagot:** Tabo



## **Mga Pamahiin**

### **Orihinal**

1. Kung ang usa ka buros nga babaye makasaksi ug eklips, ang bata, paggawas, kay dili insakto ang lawas (nay mga parte nga mawala).
2. Kung magtanom ug mga tanom nga mangunod sa yuta, kinahanglan itanom kini sila nga hunas ang tubig sa dagat aron mangunod kini ug dagku.
3. Kinahanglan ang mga panagat palinaan ug mga bulak gikan sa prusisyon sa simbahan aron daghan kini ug kuha.

### **Salin**

1. Kapag ang isang babaeng buntis ay isa sa mga naging saksi ng isang eklips, may posibilidad na hindi maging normal ang bata pag labas nito. May mga parte sa katawan na kulang.
2. Kapag may planong magtanim ng mga halamang ugat, kailangang itanim ito na mababaw ang tubig sa dagat upang maging malago.
3. Kailangang pausukan ang mga gamit sa pangangisda ng mga bulaklak galing sa prusisyon sa simbahan upang marami ang huli.

## **Mga Kasabihan**

### **Orihinal**

1. Ang tanan mutahod sa usa ka hari, apan pipila lamang ang muathod sa usa ka manglilimos.
2. Sayon ang pagbugal-bugal – kung ang imong gibugal-bugal wala kanimo mahitabo.
3. Walay mudaug-daog kung walay magpadaug-daog.

### **Salin**

1. Ang lahat ay may respeto sa isang hari, ngunit iilan lamang ang may respeto sa gumagapang na pulubi.
2. Madaling gawin ang pangungutya, lalo na kung ang iyong pangungutya ay hindi ikaw ang dumaranas.
3. Walang hahamak kung walang magpapahamak.

## Mga Oral na Literatura sa Baranggay Tabid

### Kwentong Bayan

#### **Alamat**

#### **Orihinal**

#### Ang Gigikanan sa Ngalan sa Tabid

Niadtong unang panahon, diri sa syudad sa Ozamiz,adunay usa ka lugar diin adunay pipila ka mga tawo ang namuyo. Pangisda ug pag-uma ang ilang panginabuhi. Kahagu ug kakugi ang ilang puhunan aron makalahutay sila sa pagkinabuhi.

Apan bisan unsa nila kahagu ug kakapoy sa ilang pagpakinabuhi, naggahin gyud sila ug higayon aron sa pakig ambit sa ilang mga kaagi, kalipay, kasakit ug kaguol sa pag tabi-tabi usag usa. Kada hapon, nagatigum sila sa usa ka lugar diin nagpa ambit sila sa mga nahitabo sa ilang kinabuhi, magul anon man o malipayon. Samtang nag paambitay sila, ang ilang mga tiil kay nag hinambid.

Milabay ang pipila ka mga katuigan ug gihinganlan nila ug TABID ang maong lugar, TA gikan sa tabi-tabi ug BID gikan sa paghinambid.

#### **Salin**

#### *Ang Pinagmulan ng Pangalan ng Tabid*

Noong unang panahon, dito sa siyudad ng Ozamiz ,mayroong isang lugar na kung saan kakaunti lamang ang naninirahang mga tao.Pangingisda at pagsasaka ang kanilang ikinabubuhay. Pagod at tiyaga ang kanilang puhunan para sila ay mabuhay.

Subalit kahit pagod na pagod sila sa kanilang trabaho ay naglalaan sila ng oras upang makibahagi sa kanilang mga karanasan, kasiyahan, kasakitan at kalungkutan sa pamamagaitan ng pakikipag-usap sa isat isa. Tuwing hapon, nagtitipon sila upang makipag-usap sa isat isa hinggil sa kanilang karanasan sa buhay, malungkot man o masaya. Habang sila ay nag-uusap usap ang kanilang mga paa ay nakahinambid.

Lumipas ang maraming taon at pinangalan nila ng TABID ang lugar na ito. TA galing sa tabi-tabi at BID galing sa paghinambid.

## **Kwentong Kababalaghan**

### Orihinal

*Santilmo*

Mutoo ba kamo nga ang bolang nagkalayo usa ka kalag sa tawo nga wala mahiluna? Kung wala kamo mutuo niini wala ako nagpugos kaninyo nga kini tuohan. Apan kon kamu mutuo niini aduna akoy kasinatian bahin niini ug giunsa ko kini pag pakgang.

Kaniadtong panahon sa mga Hapon, aduna silay gilugos ug gipatay nga babayeng minyo. Ilang gilabay ang maong lawas sa usa ka manga. Sukad niadtong adlaw, kada paghunong sa ulan, adunay madungog nga bakho ug dangyunguy sa maong manga ug adunay siga sa kalayo sama sa usa ka bola.

Pipila ka tuig ang milabay ug nag-minyo ug balik ang bana sa babayeng nagsantilmo. Usa ka adlaw niana, adunay ulan nga nahitabo. Ang akong magulang nga babaye adunay gilakaw. Sa iyang paglabay sa manga, aduna siya'y nadungog nga dangyunguy ug may nakita siyang bola nga kalayo. Tungod sa iyang kahadlok niini, nikaratel siya ug dagan. Apan sa daku niya nga katingala, ang

maong kalayo nagsunod kaniya hasta gayod niyang kurata, ug nikaratel na usab siya ug dagan. Naabot siya sa among panimalay ug nangayo ug tabang. Ako siyang gipasaka sa among puluy-anan, ako gayod nga nakita ang maong santilmo nga pipila nalang ka metro ayha maabot sa amoang panimalay. Akong gisirad-an ang among pultahan, apan wala nako masirad-an ang among usa ka bintana. Didto akong nakita ang maong santilmo. Mingkuha ako ug kandila ug gisindihan kini ug nangadye. Diha-diha dayon, ningbalik ang santilmo sa iyang lugar, ang manga.

Sukad niadtong gabhiuna, dili na mang-gukod ang maong santilmo, apan naa ra gihapon siya..... Mugawas nalang siya sa adlaw sa iyang kamatayon.

### Salin

#### Santilmo

Naniniwala ba kayo na ang isang bolang umaapoy ay isang kaluluwang hindi matahimik. Kung hindi kayo naniniwala wala akong magagawa. Pero sa mga naniniwala, mayroon akong isang karanasan hinggil dito at kung paano koi ito sinulusyunan.

Noong mga panahon ng Hapon, mayroong silang ginahasa at pinatay na babaeng may-asawa. Itinapon nila ang kanyang katawan sa ilalim ng punong mangga. Siula noong araw na iyon, pagkatapos umulan, may mga tinig na umiiyak mula sa punong mangga at mayroong bolang umaapoy.

Ilang taon ang lumipas, nag-asawa ulit ang asawa ng babaeng nagmumulto. Isang araw, umulan ang langit. Ang kapatid kong babae ay umalis at pumunta sa ibang lugar. Sa kanyang pagdating sa puno ng mangga, nakarinig siya ng mga mumunting tinig at may nakita siyang bolang umaapoy. Sa sobrang takot,

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kumaripas siya ng takbo. Takang –taka siya sa kanyang nakita dahil sumusunnod sa kanya ang bolang apoy. Tumakbo na naman siya. Dimating siya sa bahay namin at humihingi ng tulong. Pinatuloy ko siya sa aming bahay at sinirado ang pintu-an. Sa aking pagkatakot, nalimutan kong isirado ang bintana, kaya dali-dali kong pinuntahan ang bintana at nakita ko ang bolang apoy na malapit na sa aming bahay. Kumuha ako ng kandila at nagdasal. Pagmulat ko ay wala na ang bolang apoy. Simula noon hindi na nagpapakita ang bolang apoy.

### **Anekdota**

May isang batang lalaki na kahit minsan hindi nakikinig sa kanyang mga magulang. Isang araw, sabi ng kanyang ina sa kanya na siya ay aalis kasama ang kanyang ama. Sabi ng kanyang ama sa kanya”Kami ay aalis ng iyong ina, huwag kang lumabas ng bahay. Dito ka nalang sa loob maglaro dahil araw ngayon ng mga diwata baka kunin ka nila pag lumabas ka”. Pagkatapos umalis ng kanyang mga magulang, ang batang lalaki ay sa loob ng bahay lamang naglaro. Subalit lumipas ang oras, siya ay nabagot at sinabi sa sarili na siya ay lalabas sapagkat siya ay bagot na at hindi naman malalaman ng kanyang mga magulang na siya ay lumabas. Sa panahong iyon, siya ay lumabas at naglakad-lakad. Ilang minuto pa ay nakakita siya ng magandang batang babae, Siya ay inimbata ng bata na pumunta sa kanilang bahay. Pumayag naman ang batang lalaki na sumama sa magandang babae. Hindi na pinauwi ang batang lalaki ng magulang ng magandang babae.

### **Salin:**

Adunay usa ka bata nga dili gayod maminaw sa isulti sa iyang mga ginikanan. Usa ka adlaw niana, niana iyang inahan nga manglakaw sila sa iyang amahan nga samtang wala sila, dili gayod

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siya mogawas sa ilang balay kay tig-gawas man sa mga engkanto atong adlaw ug basin mawala siya. Sa paglakaw sa iyang mga ginikanan, ang maong bata nagduladula lamang sa sulod sa balay. Apan gilaay siya ug miingon, “ Ah , wala bitaw si nanay ug tatay, dayun di man pud na tinuod ng diwata-diwata”. Busa mingsupak siya sa sugo sa iyang ginikanan uyg ming-gawas sa ilang balay ug naglakaw-lakaw. Nakakita siya ug gwapa kayo nga batang babaye, ug giimbita siya sa maong bata nga moadto sa ilang balay. Matod pa sa batang lalaki, “miingon ra ba akong nanay ug tatay nga dili ko mugawas sa amoa.Ah wala bitaw sila diri dili to sila kabalo nga ming-gawas ko. Tala mukoyog ko nimu”. Sa pag-abot nila sa dako kayo nga balay sa batng babaye, wala na pagawsa ang batang lalaki sa ginikanan sa batang babaye.

### **Awiting Bayan**

#### **Oyayi**

##### **Orihinal**

##### *Katulog Na*

Pailob lang intawon pinangga ko  
Kay imo man akong giluiban

Unsa kaha’y sukod  
Palad kong naangkon  
Kay imo man akong giluiban

CHO:

Katulog na o katulog  
Anak kong pinangga  
Ayaw na paghilak(2x)

##### **Salin**

##### **Matulog Ka Na**

Pasensya ka na mahal ko  
Dahil ika’y galit sa akin

Ano kaya?  
Ang aking kapalaran  
Dahil ika’y galit sa akin

KORO

Matulog ka na o matulog  
Anak kong minamahal  
Huwag ka ng umiyak(2x)

## Balak

### Orihinal

I. O akong pinangga, kung ako  
imong pagatugutan  
Nga ikaw akong pagahigugmaon sa  
tanan  
Kuhaon ko gayud ang bulan  
Ug idak-dak sa imong atubangan.

II. Pero nganu imo man  
akong gipasakitan

Nga andam man unta ako muhatag  
sa tanan  
Gisumpa ko sa imong tibuok  
angkan  
Nga ako gusto nalan mupahulay  
kaysa  
Makita kang  
malipayon sa bukton  
sa uban.

### Salin

I.Oh aking mahal kapag  
ako'y iyong pinahintulutan  
Na ikaw ay mahalin ng  
lubusan  
Kukunin ko ang buwan  
At idi-drible sa iyong  
harapan.

II.Pero bakit mo ako sinaktan]  
Kahit kaya ka naman  
ibigay ang lahat  
Isunusumpa ko sa iyong  
buong angkan  
Gugustuhin ko pang  
mamatay kay sa  
Makita kang maligaya  
sa piling ng iilan.

## Karunungan Bayan

### Palaisipan

### Orihinal

Adunay mag-amigo si Juan, Pedro ug Berto. Silang tulo  
maayong amigo sa usag-usag . Kung unsa ang naa sa usa moambit  
gayod siya sa iyang mga amigo.

Usa ka adlaw niana samtang nagkuyog ang tulo, nakatagbo sila ug isa ka tigulang. Ang maong tigulang nangayo nila ug tubig ug pan tungod kay gigutom kini. Ang tulo ka mag-amigo wala magdu-duha sa pagtabang sa tigulang. Tungod niini, gihatagan sila sa tigulang ug mga regalo. Kini dili regalo lamang, apan gamhanang regalo. Si Juan gitaga-an ug teleskopyo, diin makita niya tanang butang nga gusto niyang makita bisan unsa pa kini kalayo. Si Pedro, gihatagan ug kabayo, kabayo nga mulupad ug dad-on si Pedro bisan asa niya gusto. Ug si Berto, gitaga-an ug lana, usa ka lana nga makabuhi ug patay. Matod pa sa tigulang, “Inyuha na kana, apan aduna lang akoy hangyo kaninyo, nga inyo kanang paga-ampingan, pwedi mo magtukod ug negosyo, apan akong kuhaon ang inyong kinaunhan nga interes.” Ug sa diha-diha daun, nawala ang maong tigulang. Ang tulo ka mag-amigo nanglakaw daun, gigamit daun ni Juan ang iyang teleskopyo ug may naibgan daun siya nga panan-awon. Kini usa ka babaye. Mingsulti daun siya ni Pedro nga ila kining adtuon. Diha diha daun, mingsakay ang tulo ka mag-amigo ug ilang giadto ang maong babaye. Tungod sa kalayo sa maong lugar, naabtan sila ug tulo ka adlaw ayha nila kini naabot. Sa ilang pag-abot sa maong lugar ilang nakita ang masulob-on kaayo nga mga tawo. Ilang gipangutana ang usa ka tawo ngano masulob-on kayo ang maong lugar ug murag naay namatay, mitubag kini nga namatay ang ilang prinsesa, maong masulob-on sila. Ilang gi-adto ang haya sa maong prinsesa ug dako kaayo nga katingalahan ni Juan kay mao man ang babaye nga iyang naibgan. Sa ilubong naunta ang maong prinsesa, gikuha ni Berto ang iyang lana ug gipainom niya kini sa maong prinsesa, ug diha-diha nabuhi ang maong prinsesa. Tungod sa kalipay sa hari, iyang napagdesisyonan nga ipakasal niya ang iyang anak sa usa sa mag-amigo. Matod ni Pedro, niya angay makasal ang prinsesa tungod kay kung wala ang iyang kabayo dili nila maabot ang maong lugar. Matod ni Juan, kung wala ang iyang teleskopyo, dili nila makita ang maong babaye. Sumala pa ni Berto, kung dili pa tungod sa



iyang lana, dili mabuhi ang prinsesa. Nag away-away silang tulo kung kinsay angay pakaslan sa prinsesa. Kinsa man gayod kaha ang makatag-iya sa prinsesa.

### **Tubag : Tigulang**

#### **Salin**

Mayroong magkakaibigan, sina Juan, Pedro at Berto. Silang tatlo ay mabubuting kaibigan sa isat isa. Kung ano ang mayroon sa isa ay pinaghahatia ng iba pa.

Isang araw, habang sila'y naglalakad nakasalubong nila ang isang matanda. Ang matandanng ito ay humihingi sa kanila ng tubig at tinapay dahil siuya ay nagugutom. Ang tatlong magkakaibigan ay hindi nagdalawang isip na tulungan ang matanda. Dahil dito binigysan sila ng matanda ng mga regalo. Ito ay hindi ordinaryong regalo lamang, ngunut mahiwagang regalo. Si Juan ay binigyan ng teleskopyo na kapag ginamit makikita niya kung ano man at kung gaano man ito kalayo. Si Pedro naman ay binigyan ng isang kabayo. Kabayong lumilipad at si Berto ay binigyan ng langis na kung saan makabubuhay ng patay. Ayon pa sa matanda” Sa inyo na ang mga iyan, ngunit mayroon lang akong hihilingin, sana ito ay inyong pakaingatan at kung pwedi magtayo kayo ng isang negosyo at kukunin ko ang kauna-unahang interes. At nawala ang matanda. Ang tatlong magkakaibigan ay umalis din. Ginamit kaagad ni Juan ang kanyang teleskopyo at may naibigan siya. Ito ay isang magandang babae. Sinabi niya kay Pedro na ito ay puntahan kaya silang tatlo ay sumakay sa kabayong lumilipad para puntahan ang magandang babae. Dahil sa layo ng lugar ay lumipas ang tatlong araw upang marating nila ito.

Pagdating nila doon, kanilang napagalan na ang babaing iiyon ay isa pa lang prinsesa subalit ito'y namatay na. Sa araw ng libing, ginamit ni Berto ang langis upang ito ay buhayin at namangha sila dahil nagkabuhay ulit ang kanilang prinsesa. Dahil

sa kagalakan ng hari sinabi niya na ipapakasal niya ang prinsesa sa isa sa mga magkakaibigan. Sabi ni Juan, “ Dapat sa akin magpapakasal ang prinsesa dahil kung wala ang aking teleskopyo, hindi natin siya makikita”. Sabi ni Pedro,” Hindi pupwede, dapat sa akin siya magpakasal dahil kung wala ang kabayo hindi natin mapupuntahan ang lugar na ito.” Sabi naman ni Berto, “ Naku mga pare, kung wala ang aking langis, wala n asana ang prinsesa kaya nararapat na ako ang kanyang pakasalan.” At nag-away-away ang tatlong matalik na magkaibigan kung sino ang pakakasalan ng prinsesa. Sino kaya ang makakasal sa prinsesa?

**Sagot: Matanda**

### **Bugtong**

1. Dili tawo,dili mananap.Apan mama-ak.
  - Hindi tao, hindi hayop. Pero nangangagat.  
**SAGOT: CLIP**
2. Dili tawo,dili mananap. Apan maglakaw
  - Hindi tao. Hindi hayop.Pero lumalakad  
**SAGOT: ORASAN**
3. Isa ka butang nga gahi. Gamaypero pwedi pud mudako
  - Isang bagay na matigas, maliit ngunit pwedi ring lumaki.  
**SAGOT: BATO**

### **Pamahiin**

#### **Orihinal**

1. Dili pwedi maligo kung Martes ug Biyernes kay ting kaligo sa mga ingkanto.
2. Dili pwedi manilhig ug gabie kay mugawas ang grasya
3. Dili pwedi muagi ug bintana kay basin tabanon.

### **Salin**

1. Bawal maligo kapag Martes at Biyernes dahil araw ng pagligo ng mga engkanto.
2. Bawal magwalis kapag gabi na dahil lalabas anng grasya.

3. Bawal dumaan ang babae sa bintana baka itanan ng nobyo.

## **Kasabihan**

### **Orihinal**

1. Kung adunay daghang sulom nga maglaray sa dingding adunay kwarta nga muabot.
2. Kung adunay alibangbang nga muanha sa inyong balay ung gabie, kana usa ka kaila nga tawong namatay nga mubisita.

### **Salin**

1. Kapag maraming langgam sa haligi ng bahay, may maraming pera na darating.
2. Kapag may paruparo sa inyong bahay, mayroong isang patay ng bibisita sa inyong bahay.

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# **Impact of Community Extension Program on The Residents of Barangay Catadman-Manabay.**

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## **Abstract**

This paper evaluated the impact of the community extension programs on the residents of Barangay Catadman-Manabay, and helped diagnose on what are the programs that need further improvements. A descriptive-evaluative method was used out of the Sixteen respondents who believed that the extension program has enhanced their skills as recipients of LSU's Community Extension Service. The respondents believed that LSU's extension programs have contributed a lot to the partner community on enhancing the skills and augmented the income of the residents. The respondents also perceived the necessity of improving the community extension programs of La Salle University especially the programs of SHM and College of Education. The trainings must be planned, organized and systematically be implemented in order to have great impact to the clienteles and to the community. And needs assessment survey must be done first in order to suit the interests of the clienteles.

## **1. Introduction**

An integrated Extension approach is needed to address multi-faceted community issues effectively and it is one of the major functions of the academic community in order to enhance the capacity of the faculty in their field of expertise by way of extending it to the partner community/communities(Gonzalez,2009)

Issues in the community will not be solely addressed by the local government officials nor by the residents, but these need a knowledge based sector or the epistemic community and the

academe for it to come up with a scientific diagnosis with regard to the occurrences of problems in the community.

The academe is one of the main actors in the society which could possibly effect change by way of empowering the people in the community. Thus, La Salle University, as an academic institution, is socially responsible in bringing its expertise to the community especially in the field of teaching, research, and community extension (Gonzales, 2008).

Community extension services respond not just the needs of the community but to the Vision-Mission of the University as well – the expectations to make education accessible to the poor and to “pursue an excellent and socially relevant education centered on the young, poor and the youth at risk; and promote the Filipino spirit of solidarity by upholding justice and human dignity” (Gonzales, 2009).

LSU has been extending community extension work for so long and has also been evaluating the kind of extension activities done in the respective partner communities. Evaluation of what has been done and the impact of the programs to the recipients is the usual yearly concerns of the institution.

Determining the impact will greatly help improve the planning of a specific program. This study generally aims to find the impact of community extension activities on the beneficiaries of the LSU’s Community Extension Programs.

## Review of Related Literature

This study attempted to expand the published study done by Gonzales & Maghamil (2009) on the Impact of Community

Extension Program on LSU College Faculty. The previous study conducted focused on the beliefs of the faculty that the extension program has enhanced their skills as teachers and turned them into service-oriented individuals. The study was limited only to the impact on the side of the faculty but not on the side of the residents who were also directly involved with the community extension programs.

From the paper presented by Gonzales & Maghamil (2009) the extension services in the Philippines has been implemented during Spanish era, though it was organized into a national system only in 1952.

They further added that, a community-based approach came into the forefront of extension during the early 1970's. The community development work was facilitated by the Department of Local Government and Community Development (DLGCD) which functioned as the coordinated body. After a decade, Non-Government Organizations participated as better conduits for direct assistance.

The Local Government Units (LGU's) are empowered to deliver agriculture and fishing extension services to all farming and fishing communities. Government agencies like the Department of Agriculture (DAR), Department of Environment and Natural Resources (DENR), both private and State Universities followed to undertake the special extension programs in all parts of the country.

It has become clear that an integrated Extension approach is needed to address multi-faceted community issues by way of integrating efforts across different program areas, extension will also enable to address real-life community issues effectively (DeBord, 2007).

An integrated programming is defined as a collaborative approach involving partners and various disciplines planning and implementing one or more strategies to impact micro and macro systems associated with one or more identified issues (DeBord, 2007). Integrated Extension programming is a joint approach (involving two or more disciplines) to planning, delivering, and evaluating multi-faceted strategies for addressing broad community issues. It involves a coordinated effort among Extension educators in community development, 4-H, family and consumer sciences, agriculture, horticulture, and natural resources to meet the needs of the community.

Moreover, it is essential to collaborate across multiple disciplines to bring necessary resources to address community issues (DeBord, 2007). Integrated programming empowers local Extension educators to address community issues realistically by complementing what they have to offer from their respective program areas.

The educational system as mandated by Constitution, shall reach out to educationally deprived communities in order to give meaningful reality to their membership in national society and finally enrich their civic participation in program undertaking (De Leon, 2008).

La Salle University as an educational system has been actively involved in the extension work since 1995, the adopted barangay was Manabay, Ozamiz City, where catechetical work, pre-school literacy program, and hog raising, cooking, and sewing livelihood projects were administered. Five years after, the School decided to adopt Barangay De La Paz, Carmen Annex, Ozamiz City and provided the same opportunities given to partner barangay in



2000. In the year 2006, the University has been working with the people of Catadman-Manabay, Ozamiz City.

### Theoretical Framework

Community extension is an expression of a deep sense of commitment of the people involved in the academe. Academic people are more aware and more socially skilled than the other sectors in the community. The Community Extension Services (CES) is a component of La Salle's development framework which conveys its commitment to service, and is driven by humanitarian and Christian ideals. It is providing service to peoples, groups, and communities inside and outside the University (Gonzales & Maghamil, 2009).

According to Martin (1984), the academic people are in the position to recognise social problems and take effective steps to solve the problems. As a group, they are supposed to be trained and experienced in social criticism and thus be able to cut through rhetoric and apologetics to the roots of problems. They are granted 'academic freedom' which should enable to unfetter creative thinking and bold experimentation towards the solution of social problems. Finally, the academics are supposed to be self-reflective, to critically examine their own ideas and actions.

Fishbein and Ajzen (1975) argued that a person's beliefs, a representation of the information a person has about an object or a situation, can determine attitude, which can then have an effect on one's behavior towards an object or situation. Similarly, Tesser, Martin and Mendolia (1995) argued that it is a person's conscious thought that can determine one's attitude on one's behavior. Additional studies (Mullen, Conrad & Palmer, 1989; Munson; 1978; Schinflater-Rainman & Lippit, 1971) have indicated that there

is a relationship between attitude and behavior (Gonzales & Maghamil, 2009).

### Statement of the Problem

This study aimed to find out the impact of community extension activities and programs to the residents of barangay Catadman-Manabay, specifically it seeks to find the following:

1. What do you think is the effect of community extension to:
  - a. the community
  - b. you as a person/participant/recipient
- 1.1. In your own involvement/non-involvement in community extension, how has it touched your life? Or has it touched you? Why?
2. Why do you participate in LSU's Community extension program?
3. Is there a need to improve the said extension program you are involved in? Why? Why not?
4. How can you help improve the extension programs?

### Scope and Limitation

The study aimed to identify the impact of community extension programs on the residents of barangay Catadman-Manabay. Of all the participants 14 attended the said focus group discussion every program was represented except the beneficiaries of the community extension of Social Sciences.

## 2. Methodology

This chapter presents the method of research which was descriptive and evaluative, used in the gathering of data. The impact of (CES) programs of the different colleges was evaluated and it sought CES programs to be sustained and to be improved.

### Research Design

The research design was an impact evaluation. This aimed to assess the overall or net effects of the program implemented on the program implementer. Evaluation type of research intends to improve the strategic plan of a specific programs, departments or goals. The impact of the departmental and institutional community extension on the residents of barangay Catadman-Manabay was revealed in this study.

### Research Locale

This study was conducted in the partner community situated at barangay Catadman-Manabay, a coastal barangay having 12 puroks located at Ozamiz City.

### Respondents of the Study

The respondents of the study conducted by the researchers were the beneficiaries of every department/college of La Salle University. There were 2 beneficiaries from the School of Hospitality Management, 2 from the College of Nursing, 2 beneficiaries from the College of Arts and Sciences, 2 respondents from the beneficiaries of College of Education and from the College of Engineering, while another 2 beneficiaries from the Colleges of Business & Economics and Accountancy.

## Research Instrument

A researcher-prepared questionnaire was utilized to gather the data, containing four questions. There were assigned facilitators and secretaries during focused group discussion. Each respondent was given 5 minutes and then share their answers to each question. The discussion was limited to 1 hr. and 30 minutes.

## Statistical Treatment

Frequency and Percentage Distribution of the SPSS were used to describe the impact of community extension to the residents of Catadman-Manabay.

## 3. Results and Discussion

The results of the study conducted are presented in the following tables and discussions.

Table 1: Effect of community extension to the community

Indicators	Frequency	Percentage
It helped a lot to the community	16	100%
It enhanced the skills of the residents	8	50%
It motivated the residents to do coastal clean up	4	25%
It helped in promoting cleanliness	6	37.5%
It helped augment the income of the families	6	37.5%
It prevented the youth and the mothers not to be indulged with vices(drugs, gambling)	6	37.5%

Table 1 showed that 16 (100%) of the respondents agreed that the Community Extension Service of La Salle University has helped a lot to the community especially to the residents of

barangay Catadman-Manabay. While 8 (50%) of the respondents also confirmed that their skills were enhanced, and it also helped them in promoting cleanliness, augmenting the income of the families and in making them stay away from vices. These results imply that LSU's extension programs have contributed a lot to the partner community and enable to enhance the skills and augment the income of the residents.

Table 2: Effect of community extension to you as a person/participant/recipient

Indicators	Frequency	Percentage
Helped boost my confidence	9	56.25%
Enabled me to find a job	2	12.5%
Gained knowledge and skills	8	50%
Helped me not to buy sacks	2	12.5%
Enabled me to augment my income	5	31.25%
(We are no longer scolded by our parents)	2	12.5%
Learned to mingle with other people, able to go out from our homes	3	18.75%

Table 2 displayed that 9 (56.25%) of the respondents were able to gain confidence because of the skills they have gained. 5 (31.25%) affirmed that they were able to augment their income. These results signify that the clientele are empowered and built their confidence due to the knowledge and skills they have gained.

Table 3: How Community Extension Touches the Respondents

Indicators	Frequency	Percentage
I now love to help my neighbors sharing to them what I have learned from the nursing students	1	6.25%
It awaken the spirit of volunteerism in me	2	12.5%
It made me more proud	5	31.25%
It made me feel that, there are others who care for me, inspired me to care for our community too.	9	56.25%
It touched by the students for their patience and	4	25%

willingness to help		
It made me happy especially when I have gained skills	9	56.25%

Table 3 reflected on how has community extension touched the respondents, Nine (9) (56.25%) of the respondents answered that they were inspired and touched because they have felt that there are those people who care for them. Five (5) (31.25%) declared that they became more proud. The data mean that the respondents experienced happiness because of the skills they have gained and they also felt well taken cared by the program implementers.

Table 4: Reasons why do respondents participate in LSU's Community Extension Services

Indicators	Frequency	Percentage
I wanted to learn and to gain many skills	5	31.25%
I find it beneficial	4	25%
I was recommended then eventually I loved joining it	4	25%
I am interested to join the programs	4	25%
I was ashamed that the students clean our surroundings	2	12.5%
I am required by the Barangay officials	2	12.5%

Table 4 revealed that the respondents participated in LSU's community extension programs, Five (5) (31.25%) showed their interest to learn and to gain many skills, while (25%) also revealed that the programs are beneficial and they were recommended to join the programs. The results simply mean that the respondents of LSU's community extension programs were interested to gain and to learn many skills, while others found it beneficial aside from they were just recommended that is why they love joining the programs.

Table 5: Need to Improve the Extension Program

Indicators	Frequency	Percentage
Yes	14	87.5%
No	2	12.5%

Table 5 depicted the need to improve the extension program of La Salle University as agreed by 14 (87.5%) respondents. This result candidly signifies that LSU's extension programs must be improved.

Table 6: Reasons for Improvement

Indicators	Frequency	Percentage
Trainings must be continuous for us not to forget the skills we learned	<b>4</b>	<b>25%</b>
There must be advanced or higher trainings (especially on sewing & bartending)	<b>5</b>	31.25%
Coastal Clean-up must be weekly to see greater impact	<b>2</b>	12.5%
Many can avail the programs	<b>5</b>	31.25%
There should be screening of the participants(to ensure their interest)	<b>2</b>	12.5%
All programs must be facilitated by ISCO to avoid duplication of programs	<b>2</b>	12.5%

Table 6 showed the reasons for improving the extension programs where 31.25% of the respondents affirmed that there must be advanced or higher trainings especially on sewing and bartending, where trainings must be systematic and consistent to their agreed schedules and many could also avail the programs. These results imply that the trainings must be planned, organized and systematically be implemented in order to have great impact to the clientele and to the community.

Table 7: Ways to improve the Extension Program

Indicators	Frequency	Percentage
I'll encourage my neighbors to participate in all LSU's extension program	6	37.5%
Offer suggestions on what programs to be extended like: <ul style="list-style-type: none"> <li>• more trainings on cooking (variety of menu for meals)</li> </ul>	2	12.5%
<ul style="list-style-type: none"> <li>• Computer literacy program for the mothers</li> </ul>	1	6.25%
<ul style="list-style-type: none"> <li>• advanced training for sewing</li> </ul>	2	12.5%
<ul style="list-style-type: none"> <li>• more (rigid) trainings for Bartending.</li> </ul>	2	12.5%
<ul style="list-style-type: none"> <li>• Coastal clean-up with appropriate tools.</li> </ul>	3	18.75%
<ul style="list-style-type: none"> <li>• Skills on basic repairs and welding</li> </ul>	5	31.25%
<ul style="list-style-type: none"> <li>• Sewing machines to be loaned by the recipients</li> </ul>	4	18.75%
Continue to campaign on Solid Waste Management	2	12.5%
Actively join when there are other extension programs	12	75%
Continue to assist the students in their CES activities	2	12.5%

Table 7 showed the ways to improve the extension program, as revealed 75% of the respondents expressed to actively participate and 37.5% has to encourage their neighbors in all LSU's extension. While 31.25% also suggested to have skills trainings on basic repairs and welding. The results mean that with out the participation of the residents in the community LSU's programs will not be successfully implemented. It also implies that before LSU implements programs, needs assessment survey be done first in order to suit the interests of the clientele.



#### **4. Summary, Conclusion, and Recommendation**

This study was conducted to present the beneficiaries' views towards community extension, their reasons for participating, their perceived effects of the program to them as clienteles, and their suggestions to improve the program.

##### **Findings**

The obtained data generated the following findings:

1. The respondents believed that LSU's extension programs have contributed a lot to the partner community; they enhanced the skills and augmented the income of the residents. The skills that they have gained boosted their confidence and made them proud.
2. The respondents also perceived the necessity of improving the community extension programs of La Salle University especially the programs of SHM and College of Education. It was also revealed that the trainings must be planned, organized and systematically be implemented in order to have great impact to the clienteles and to the community. On the other hand, a needs assessment survey must be done first in order to suit the interests of the clienteles.

##### **Conclusions**

1. LSU's programs have improved the lives of the residents in the partner community (Catadman-Manabay. Ozamiz City). It brought remarkable impact such as on elevating their income and developing their self confidence.

2. The Community Extension Services of LSU still needs further improvement to sustainably empower the people in the community and to conform the needs of the residents.

On the basis of the findings made in this study, the following are offered as recommendations.

1. The different departments and colleges should discuss ways on how to improve their community extension.
2. Needs assessment survey and program evaluation of every college or department must be undertaken.
3. Every College or department must undergo planning, delivering, monitoring and evaluation in order to address community issues.
4. More programs that would further empower the partner communities should be provided.

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# **Crimes and the Prevalent Causes of Their Commission as Perceived by the Inmates**

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## **Abstract**

This study examined the different crimes allegedly committed by the inmates. It concentrated on the two categories: violent crimes and property crimes and the prevalent causes of committing a crime. The causes or reasons of committing the alleged crime were classified as follows: social and economic, psychological and mental disorder, peer influence, and drugs use. It is included also in this investigation the respondents' profile which includes the gender, age, civil status, and literacy. The descriptive research method was utilized in this paper and the reply of the respondents on the researchers made survey questionnaire was gathered through random sampling. The researchers discover that drug trafficking is the leading violent crime and on the other hand, robbery as the leading property crimes. It was considered at all times by the inmates that frequent periods of unemployment is most serious; consequently, it is reflected that it is the prevalent/predominant reason that causes the commission of a crime.

## **1. Introduction**

Life is an organic ever changing phenomenon. Every man in this world is subject to pass by the circumstances and challenges of his age. Most of the young people commit crimes because there is no sense of community anymore. Outside their school and colleges, there is not as much chance for the children to communicate among

different parts of the society and most of them stick to the group they know. (Khan, n.d.).

The instrument of this study bears three sections: (1) profile of the respondents like the gender, age, civil status, and literacy, (2) the different crimes which concentrate in the two categories namely: violent crimes and property crimes (3) the causes or reasons of committing the alleged crime which were classified as follows: social and economic, psychological and mental disorder, peer influence, and drugs use.

There are many theories of crime. Each of the theory has different characteristics. These different characteristics described why crime is committed. According to an on line article entitled Why Do People Commit Crime?, (n.d.), crime is caused by the individual's free will. Human beings are rational, and make decisions freely and with understanding of consequences.

In the same study it was also mentioned that social environment is the cause of criminal behavior, with weak or broken bonds to family, school, and religion being the catalyst to criminal behavior. It further discussed that people engage in criminal behavior because they do not see the benefits of adhering to conventional social values, and believe that crime is a way to improve personal social conditions.

It was thought that man by nature is good and he is forced to commit crime because of the circumstances around him that are beyond his control. Therefore, it is important to study why people commit crimes. Greater understanding of why people commit criminal offenses will enlighten the general public and it will enrich their awareness on the issue that relates the causes of committing crimes. The result of this research can be a source of data for

formulating programs in response to the answers shown by the respondents.

Under the Revised Penal Code of the Philippines (Act No. 3815 as amended) crimes are classified in different categories. Collectively with other crimes this study concentrates on the violent and property crimes which specifically includes murder, homicide, rape, drug trafficking, robbery, auto thefts ( carnapping), shoplifting, and theft. According to an article published on line entitled Causes of Crimes,(2010) low wage jobs, frequent periods of unemployment, unemployment, poor education, poor parenting skills, irresponsible parents, neglect, fatherlessness, desire for material gain, power, pride, greediness, jealousy, anger, revenge, peer influence, and to support drug habit are the reasons or causes of committing crimes.

In an article entitled Why Do People Commit Crime?, (2010), it was noted that association with other criminals is the factor most contributing to criminal behavior among individuals. It was added that, failure of self-direction, and inadequate social roles are the root causes of criminal behavior.

Wickliffe (2010) explained that family members, friends, and peers all influence these times of transition for the juvenile. It is sometimes accompanied by a desire for material things, fashion, peer pressure, cash and more. At times, the demands of wants and needs are intensified by a society that consists of high mobility, social change, and is materialism.

Today, one of the critical social issues is fatherlessness. According to Baskerville (n.d.) “every major social pathology has been linked to fatherless children like violent crime, drug and alcohol abuse, and psychological disorder. They correlate more

strongly with fatherlessness than with any other single factor”. Blankenhorn (1995) calls the crisis of fatherless children “the most destructive trend of our generation” (as cited in Baskerville, n.d. p1). Moreover, Daniels (1998) found in his study that, the majority of prisoners, juvenile detention inmates, high school dropouts, adolescent murderers, and rapists come from fatherless homes (as cited in Baskerville, n.d.).

For the profile of the respondents this study includes the age of the inmates. The age range in this investigative work was based on the study of the National Institute of Health (2009). The said study claims that, aging is associated with a variety of changes. It explained that adolescence is a period of life characterized by dramatic changes in biological processes, as well as physical and social contexts. It defined the age range of adolescence as spanning the period between 12-17 years old. It further defined that young adult is at ages of 18-29. Midlife is viewed as encompassing the 30-59 year old age and at ages 60 and beyond they are called senior adults.

The civil status of the respondents is classified as single (never married), with live – in partner (either married or never married), widow, separated from wife/husband (either legally or in-fact), and married.

Furthermore, for purposes of this study the literacy of the respondents was also part of the profile of the respondents. Good education can provide a better job and it may reduce some economic problems, however, to gain further education is person’s option. It was clear in the paper of Jeffries’ (1967) that any person who has not gone to school is considered illiterate as his study points out that any person with less than five years of schooling was considered functionally illiterate, or unable to engage

in social activities in which literacy is assumed. It was said that the least six years of schooling (and sometimes as many as eight) is the minimum criterion for functional literacy.

### Statement of the Problem

This study was conducted to determine the leading crimes allegedly committed by the inmates detained in Tinago Reformatory Center in Ozamiz City. Specifically, the researchers desired to answer the following:

1. What is the profile of the inmates in terms of:
  - 1.1 gender
  - 1.2 age
  - 1.3 civil status
  - 1.4 Literacy?
2. What is the leading crime in Ozamiz City?
3. Among the classifications of the causes in committing the crime namely:
  - 3.1 Social and economic
  - 3.2 psychological and mental disorders
  - 3.3 peer influence
  - 3.4 drugs use which is more prevalent?

### Significance of the Study

Every research paper is made for some reasons and/or purposes. This study is conducted not only for academic reasons but also for the significant contribution it gives to the following:



**Local Government Unit (LGU).** The barangays, cities, municipalities, provinces are the so called local government units. The result of this study is important for it will help them understand that social structure affects and shapes people's lives, and the properly shaped life had a great contribution to the shaping of the an orderly and peaceful society.

**Local Officials.** The result of this study will provide more alertness to the local officials of the City of Ozamiz so that they will become more watchful to reduce if not eliminate the increasing rate of crimes in the city.

**Peace Officers.** This will enhance the vigilance exercised by all peace officers who are tasked to maintain peace and order in the city.

**Inmates.** To stir inmates consciousness that to consider social, economic, psychological and mental disorders as reasons in breaking the rule of law will not liberate them from their problems.

**LSU Administrators.** To provide them more encouragement to pave the way of the young ones in order that they will be guided well to avoid the commission of crimes particularly in the school vicinity.

**Teachers.** As members of the academe of this university this study is found to be useful and worthwhile for the result of this investigation will persuade them to become more enthusiastic and passionate in extending their knowledge to those who are deprived of guidance and direction to what is right or wrong.

**Students.** This study will turn them into cautious individuals in the society so that they will restrict themselves from committing any crime.

**Researchers.** As academicians of La Salle University this study is found to be valuable for this will enrich their point of view in life and they become heedful in serving the community.

**Other researchers.** This survey augments the needed information about crimes and the causes of their commission. This will also enlightens them and could be a useful source for future research work.

## **2. Methodology**

The City of Ozamiz has one center for the detained prisoners or people whose crimes they allegedly commit are still under litigations. This is known as Ozamiz City Reformatory Center located in Barangay Tinago.

There were one hundred forty (140) detained prisoners in the reformatory center. The researchers could not force all the inmates to take part in the survey, thus, they should employ random sampling in gathering the data. In order to ascertain the functionality of the survey questions in the three sections of the instrument; these were pre-tested to the inmates who expressed that they do not like to be considered as respondents of the study. Thirty four (34) of the inmates were considered as the dry-run respondents. Once the tools were retrieved, the proponent noted the frequency of non response to any query and the trends of responses were also determined. Since the dry run respondents were able to answer all questions with a reasonable range of variance, the instruments were then finalized. The number of respondents in this study totaled one hundred six (106) which comprised one hundred (100) males and six, (6) females.

The descriptive survey method was utilized in this study. Researcher-made survey questionnaire was the main tool for gathering the data. The profile of the respondents was gathered through this instrument.

The educational attainment of the respondents are measured as follows: illiterate refers to those who have not gone to school and/or unable to read and write; functionally illiterate are those who had gone to school between grade 1 to grade 5 (grade 5 is unfinished); functionally literate are those who had grade 6 and more ( Jeffries, 2007).

The gathered data were tallied. As used to measure the extent on what is the most prevalent / predominant of all the reasons specified in this study to which a person may considered in the commission of a crime as perceived by the inmate – respondents the numeric scale is interpreted through the following qualitative scale:

- 4 - Most serious (MS) - means that such reason is considered a predominant /prevalent cause at all times
- 3 – Serious (S) - means that such reason is considered a cause of committing a crime at majority of the time
- 2 - Less serious (LS) - means that such reason is considered in few instances only
- 1 - Never serious (NS) - means that such reason is not considered at all as the cause that a person may commit the crime

The researchers set hypothetical range for purposes of interpretation of the answers of the respondents are as follows:

<u>Range</u>	<u>Scale</u>	
3.26 - 4.0	Most serious	- (MS)
2.51 – 3.25	Serious	- (S)
1.76 – 2.50	Less serious	- (LS)
1.0 – 1.75	Never serious	- (NS)

The accomplished questionnaires were collected and tallied. The responses of the third section of the instrument were then processed and tabulated. The weights assigned to the scale were noted. The weighted mean of each item was determined. The following formula was applied:

$$\mu = \frac{\sum fx}{N}$$

where:  $\mu$  = weighted mean

$\sum$  = summation

$f$  = number of responses under each scale

$x$  = the weight assigned to each scale

$N$  = number of respondents

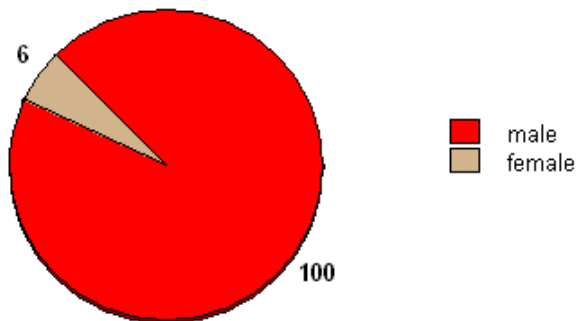
### 3. Results and Discussion

#### *Profile of the Respondents*

##### Gender

The pie graph below shows the number of respondents according to gender as ascertain by the respondents.

## Gender



Male inmates occupy huge part of the pie graph which means they got the greater number in the reformatory center than females.

### Age of the Respondents

Table 1 shows the age category of the male and female respondents with its corresponding age range.

Table 1  
Age of the Inmate-respondents

Age Category	Age Range	Male	Female	Total	%
Adolescence	12 to 17 +	1	0	1	00.94
Young Adult	18 to 29 +	50	2	52	49.06
Midlife	30 to 59 +	46	3	49	46.23
Senior Adults	60 +	3	1	4	3.77
<b>Total</b>		<b>100</b>	<b>6</b>	<b>106</b>	<b>100</b>

As shown in Table 1 from the entire age category of male and female, the young adults and midlife ages got a little difference in their frequency but the former had the greater number of those who are charged in the court and purportedly believed to have committed a crime. The higher percentage which is 49.06 % of total number of the respondents belongs to the young adults. On the other hand the lesser number of accused are the adolescent and the senior adults that are charged of a crime. This acknowledged the claim of (Khan, n.d) most of the young people committed crimes and in adult age comes like an imbalanced personalities to society.

### Civil Status

Table 2 highlights the civil status of the male and female inmate - respondents.

Table 2  
Civil Status of Inmates

<b>Civil Status</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>%</b>
Single ( never married )	45	0	45	42.45
with Live – in partner ( either married or never married)	19	1	20	18.87
Widow -	4	1	5	4.72
Separated from wife/husband ( either legally or in-fact )	8	1	9	8.49
Married	24	3	27	25.47
<b>Total</b>	<b>100</b>	<b>6</b>	<b>106</b>	<b>100</b>

For purposes of unambiguity on the civil status of the respondents in this investigation they were classified into five ( 5 ) as shown in the table above. Table 2 revealed that 42.45% of the inmates are single or never married and they are all males. They have the greatest number of all the respondents allegedly accused for a crime.

## Education

Table 3 highlights the literacy of the male and female inmate - respondents.

Table 3  
Inmates' Years of Schooling

<b>Literacy Concept</b>	<b>Equivalent Years of Schooling</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>%</b>
Illiterate	Had not gone to school and/or unable to read and write	10	0	10	9.43
Functionally Illiterate	had gone to school between grade 1 to grade 5 (grade 5 is unfinished)	20	3	23	21.70
Functionally Literate	had gone to school from grade 6 and more	70	3	73	68.87
<b>Total</b>		100	6	106	100

As shown in the table above 68.87% or the greater number of the inmates had finished grade 6 and more and that therefore this suggests that they belong to the functionally literate people. These people could not be considered as having poor education. Jeffries' (1967) study points out that any person with less than five years of schooling was considered functionally illiterate, he further illustrated that they are unable to engage in social activities in which literacy is assumed. However, it was stressed in his study that the least of six years of schooling (and sometimes as many as eight) is the minimum criterion for functional literacy.

This investigation demonstrated that the male and female inmates who represented the 68.87% or the greater number of the

inmates that are functionally literate failed to choose the rightful and optimistic social activities to engage in.

### Crimes

Table 4 exposes the percentage of the different violent crimes that the inmates allegedly commit.

Table 4  
Frequency of Violent Crimes Allegedly  
Committed by the Male and Female Inmates

Crime Category	Male	Female	Total	%
<b>Violent crimes</b>				
Murder	20	1	21	34.43
Homicide	5	0	5	8.20
Rape	11	0	11	18.03
Drug trafficking	22	1	23	37.70
Parricide	1	0	1	1.64
<b>Total</b>	59	2	61	100

It is apparent on the above table that drug trafficking is the leading violent crime charged against the inmates. It obtained thirty seven point seventy percent (37.70%). The highest percentage in all of the violent crimes. Only one female is involved in the alleged charged.

Table 5 reveals the percentage of the different property crimes that the inmates allegedly commit.



Table 5  
Frequency of Property Crimes Allegedly  
Committed by the Male and Female Inmates

Crime Categories	Male	Female	Total	%
<b>Property Crimes</b>				
Robbery	27	0	27	60.00
Auto thefts ( carnapping)	4	0	4	8.89
Shoplifting	0	2	2	4.44
Theft	10	2	12	26.67
<b>Total</b>	41	4	45	100

It is evidently shown on Table 5 that robbery is the leading property crimes allegedly committed by the respondents. All of them are males and no female. This crime represents sixty percent (60%) of all the property crimes.

In the course of the exploration researchers also noted other crimes committed by the respondents but they represented only a very minimal number compare with the violent and property crimes. To mention, these are illegal recruitment, and child abuse. They are violations punished under special laws.

#### *Classifications of the Causes in Committing the Crime*

The causes of committing a crime were among others classified as follow: social and economic, psychological and mental disorder, peer influence, and drugs use. Based from an article published on line entitled Causes of Crimes, (2010) each classification has different items that described it.

### Social and economic reasons

The table below illustrates the result of the study with regard to social and economic reasons as causes of committing a crime.

Table 6  
Social and Economic Reasons as Causes of Committing a Crime  
as Perceived by Male-Inmates

	Adolescence		Young Adults		Midlife		Senior Adults			
Item	$\mu$	INT	$\mu$	INT	$\mu$	INT	$\mu$	INT	Item Average	INT
1. Low wage jobs	4.00	MS	2.40	LS	2.51	S	1.00	NS	2.48	LS
2. Frequent periods of unemployment	4.00	MS	2.42	LS	2.93	MS	2.00	LS	2.84	S
3. Unemployment	3.00	S	2.59	S	2.70	MS	2.00	LS	2.57	S
4. Poor education	4.00	MS	2.10	LS	2.82	MS	1.00	NS	2.48	LS
5. Poor parenting skills	3.00	S	2.00	LS	2.36	S	1.33	NS	2.13	LS
6. Irresponsible parents	4.00	MS	2.14	LS	2.14	LS	1.66	NS	2.49	LS
7. Neglected	3.00	S	2.22	LS	2.14	LS	1.33	NS	2.17	LS
8. Fatherless	2.00	LS	2.22	LS	1.91	LS	2.33	LS	2.12	LS
Factor Average	3.38	MS	2.26	LS	2.44	LS	1.58	NS	2.42	LS

N = 100

Legend:

<u>Range</u>	<u>Scale</u>	
3.26 - 4.0	Most serious	- (MS)
2.51 - 3.25	Serious	- (S)
1.76 - 2.50	Less serious	- (LS)
1.0 - 1.75	Never serious	- (NS)

As shown in Table 6 above, the outcome of the investigation suggests that frequent periods of unemployment and poor education are considered as the most serious reasons by the adolescence and those of midlife age category. This means that at all times they are the reasons that a person commits a crime. However, in its entirety the social and economic reasons are less serious cause. This means that these are considered in committing a crime in few instances only.

Table 7 below shows that there is no female respondent that belongs to the adolescence group.

Table 7  
Social and Economic Reasons as Causes of Committing a Crime  
as Perceived by Female-Inmates  
N = 6

	Adolescence		Young Adults		Midlife		Senior Adults			
Item	μ	INT	μ	INT	μ	INT	μ	INT	Item Average	INT
1. Low wage jobs			1.00	NS	2.66	S	1.00	NS	1.55	NS
2. Frequent periods of unemployment			2.00	LS	4.00	MS	1.00	NS	1.67	NS

nt										
3. Unemployment			1.50	NS	4.00	MS	1.00	NS	2.17	LS
4. Poor education			1.50	NS	2.33	LSR	1.00	NS	1.61	NS
5. Poor parenting skills			1.50	NS	2.66	SR	1.00	NS	1.55	NS
Irresponsible parents			1.00	NS	1.00	NSR	1.00	NS	1.00	NS
6. Neglected			1.00	NS	1.33	NSR	1.00	NS	1.11	NS
7. Fatherless			1.50	NS	2.00	LSR	1.00	NS	1.50	NS
Factor Average			1.38	NS	2.50	LSR	1.00	NS	1.52	NS

Although in the table above it was revealed that frequent periods of unemployment and unemployment items are considered by midlife female- inmates as most serious reasons, which means that at all times they are the causes that a person commits crime; As a whole it was shown in the study that social and economic reasons for them are never a serious reason. Thus, these items are not considered at all a cause in the commission of a crime.

### Psychological and mental disorder

Table 8  
Psychological and Mental Disorders as Causes of Committing a  
Crime as Perceived by Male-Inmates  
N = 100

	Adolescence		Young Adults		Midlife		Senior Adults			
	μ	INT	μ	IN	μ	IN	μ	IN	Item	IN

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Item				T		T		T	Average	T
1. Desire for material gain	1.00	NS	1.81	LS	1.85	LS	1.00	NS	1.67	NS
2. Power	2.00	LS	1.89	LS	1.76	LS	1.33	NS	1.75	NS
3. Pride	1.00	NS	2.04	LS	1.68	NS	1.66	NS	1.60	NS
4. Greediness	1.00	NS	1.89	LS	1.53	NS	1.33	NS	1.44	NS
5. Jealousy	1.00	NS	2.06	LS	1.65	NS	1.66	NS	1.34	NS
6. Anger	1.00	NS	2.30	LS	1.80	LS	2.33	LS	1.86	LS
7. Revenge	1.00	NS	2.04	LS	1.68	NS	1.00	NS	1.43	NS
Factor Average	1.14	NS	2.00	LS	1.71	NS	1.47	NS	1.58	NS

In Table 8 above it was revealed that for the young adults all the seven (7) items are considered reasons to commit a crime in few instances. However, in its totality psychological and mental disorders are never serious reasons. This means that they are not considered at all as the cause that a person may commit the crime.

Table 9

# Psychological and Mental Disorders as Causes of Committing a Crime as Perceived by Female-Inmates

N = 6

	Adolescence		Young Adults		Midlife		Senior Adults			
Item	$\mu$	INT	$\mu$	INT	$\mu$	INT	$\mu$	INT	Item Average	INT
1. Desire for material gain			1.00	NS	2.33	LS	1.00	NS	1.44	NS
2. Power			1.50	NS	2.33	LS	1.00	NS	1.61	NS
3. Pride			1.00	NS	2.0	LS	1.00	NS	1.33	NS
4. Greediness			1.00	NS	2.0	LS	1.00	NS	1.33	NS
5. Jealousy			1.00	NS	1.66	NS	1.00	NS	1.22	NS
6. Anger			1.00	NS	2.00	LS	1.00	NS	1.33	NS
7. Revenge			1.00	NS	2.00	LS	1.00	NS	1.33	NS
Factor Average			1.07	NS	2.05	LS	1.00	NS	1.37	NS

In Table 9, the young and senior adults female inmates considered the psychological and mental disorders as never a reason. This means that for them they are not at all the cause in the commission of a crime. On the other hand, the midlife people considered it in few instances.

## Peer influence

Table 10  
Peer Influence as a Cause of Committing a Crime  
as Perceived by Male-Inmates  
N = 100

	Adolescence		Young Adults		Midlife		Senior Adults			
Item	$\mu$	INT	$\mu$	INT	$\mu$	INT	$\mu$	INT	Item Average	INT
1. Peer influence	1.00	NS	2.08	LS	1.85	LS	1.33	NS	1.57	NS

As shown in Table 10 two groups of the male-inmates like the adolescents and senior adults considered influence from peers as never a serious reason as shown in its item average. This means that for them peers' influence is not considered at all as a cause in the commission of a crime. This negates with what was explained by Wickliffe in his paper. He claimed that peers influence the adolescents. On the other hand, for the young adults and midlife people influence from peers is less serious. This means that for them such reason is considered in few instances.

Table 11 shows how the female inmates perceive the influence of their peers in the commission of the crime.

Table 11  
Peer Influence as a Cause of Committing a Crime  
as Perceived by Female-Inmates  
N = 6

	Adolescence		Young Adults		Midlife		Senior Adult			
Item	$\mu$	INT	$\mu$	INT	$\mu$	INT	$\mu$	INT	Item Average	INT
1. Peer influence			1.0	NS	2.3	LS	1.0	N	1.43	LS

The results of the study disclosed three different perceptions from the three different groups of respondents, but in its entirety this reason is considered in few instances by the female inmates as shown in its item average.

### Drugs use

Table 12  
Drug Use as a Cause of Committing a Crime  
as Perceived by Male-Inmates  
N = 100

	Adolescence		Young Adults		Midlife		Senior Adults			
Item	$\mu$	INT	$\mu$	INT	$\mu$	INT	$\mu$	INT	Item Average	INT
1. Support drug habit	1.00	NS	1.89	LS	1.61	NS	1.00	NS	1.38	NS



In the table above, the three groups of respondents namely: adolescence, midlife and senior adults manifested that to support drug habit is never a reason to cause the commission of a crime. Only the young adults considered it in few instances. This means that the first three (3) groups of respondents committed the crime charged against them setting aside drug habit. On the otherhand, for the young adults there are times wherein they have committed the crime charged against them to support their drug habit.

Table 13  
Drug Use as a Cause of Committing a Crime  
as perceived by Female –Inmates  
N = 6

	Adolescence		Young Adults		Midlife		Senior Adult			
Item	$\mu$	INT	$\mu$	INT	$\mu$	INT	$\mu$	INT	Item Average	INT
1. Support drug habit			1.0	NS	3.3	MS	1.00	NS	1.77	LS

In Table 13 above it was shown that for the midlife female respondents to support drug habit is most serious reason to cause the commission of a crime. This means that they considered it at all times which is enormously opposite to the response of the female young adults and senior inmates since for them it is not a reason at all to cause the commission of a crime.

Table 14  
Summarized Data on Prevalent/Predominant Causes in the  
Commission of a Crime  
N = 106

Classification of reasons which cause the commission of a crime	Male		Female			
	Factor Average	INT	Factor Average	INT	General Average	INT
Social and economic	2.42	LS	1.52	NS	1.97	LS
Psychological and mental disorders	1.58	NS	1.37	NS	1.48	NS
Peer Influence	1.57	NS	1.43	LS	1.50	NS
Drug use	1.38	NS	1.77	LS	1.58	NS
<b>General Average</b>	<b>1.73</b>	<b>NS</b>	<b>1.52</b>	<b>NS</b>	<b>1.63</b>	<b>NS</b>

Legend:

<u>Range</u>	<u>Scale</u>	
3.26 - 4.0	Most serious	- (MS)
2.51 – 3.25	Serious	- (S)
1.76 – 2.50	Less serious	- (LS)
1.0 – 1.75	Never serious	- (NS)

As shown in Table 14, the male respondents pronounced that social and economic reasons are considered in few instances as a cause in the commission of a crime while the female respondents considered peer influence and drug use in few instances as causes of committing a crime. But the result of the study as general average revealed it suggested that, for male and female inmates, social and economic reasons are considered in few instances. However, it was also shown that, the four classifications of causes in the commission of a crime are never a serious reason as made known in its general average. It implies that the inmates did not consider them as causes to commit a crime. This outcome of the

study confirms what was claimed by an on line scholarly article entitled Why Do People Commit Crime?, (n.d.), that crime is caused by the individual's free will. Human beings are rational, and make decisions freely and with understanding of consequences.

#### **4. Summary of Findings, Conclusion and Recommendations**

##### Findings

The researchers discover that:

1. Greater number of inmates are males and they belong to the young adult ages 18 to 29 +
2. 68.87% of the inmates had gone grade 6 and more
3. 42.45 % of the inmates are single (never married ) persons
4. Drug trafficking is the leading violent crime charged against the inmates. It obtained thirty seven point seventy percent (37.70%). It is the highest percentage in all of the violent crimes. Only one female is involved in the alleged charged.
5. Robbery is the leading property crimes allegedly committed by the respondents. All of them are males and no female.
6. For male and female inmates among other reasons frequent periods of unemployment is the most serious reason; they consider it at all times as the cause in the commission of a crime, consequently reflects that it is the prevalent/predominant cause

## Conclusion

It was remarkably noted by the researchers in this investigation the responses of the male respondents specifically the adolescence mind which demonstrated that low wage job, frequent periods of unemployment, poor education and irresponsible parents are most serious reasons why a person commits a crime. One of the reasons pointed out by the adolescents is frequent periods of unemployment, and it was also confirmed by the midlife male and female respondents as the most serious causes in the commission of crime. All of these belong to the social and economic reasons. In the psychological and mental disorders aspect male and female young adults' category perceived differently. The male considered it in few instances while the female never considered it as reasons of committing a crime.

Although illiterate people got less number of being charged for violent or property crimes, education is still very important particularly to young adult ages 18 to 29 + . Being a functional literate person is not good enough since it was shown in the study that they got greater in number as charged for a crime than those who had less education.

In the luminosity of the findings of the study, it can be concluded that different age groups have different considerations as to what aspect in life is most serious to them before the commission of a crime.

## Recommendations

In the context of the findings of the study, the researchers recommend that:

1. To minimize if not eradicate the danger of the commission of a crime by young adults the city government must broaden their efforts to enlighten the minds of the youth about the consequences when crime is committed.
2. The government must have to create or formulate more additional programs for the young people in order to divert their focus and be able to appreciate the positive support for them and to reduce the tendency for antisocial and criminal behavior.
3. There must have an increase in the number of police force to reduce criminalities.
4. Private educational institutions should widen their generous support to social and educational services programs introduced by the government.
5. As teachers, they must lead the young minds of the students to the brighter side of the world and always stir their love to commit the good than bad things.
6. Parents should always impart values to their children so that there could be success in producing healthy and compatible youth.
7. As concerned citizens, they should make crimes more difficult in order not to invite criminal minds to do bad actions against

everyone or reduce the opportunities by being extra vigilant to discourage the commission of crimes

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# **Literacy of the Economically Disadvantaged Residents in Barangay Bañadero, Ozamiz City in 2008**

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## **Abstract**

This study was conducted to determine whether the standard of living of the economically disadvantaged residents in Barangay Bañadero affects their literacy. The researcher made questionnaire was the instrument used in this paper. For purposes of this study the standard of living of the respondents are classified according to the following groups: poor; at poverty line; and above poverty line while the literacy of the respondents is measured as follows: illiterate; functionally illiterate; functionally literate. The research respondents of this study were the fifty (50) male and fifty (50) female residents of the barangay. They were picked by random. This study concluded that even having poor standard of living one could still attain functional literacy.

## **1. Introduction**

History tells that most people have been illiterate. During the feudal times, the ability to read and write was only important to the clergy and aristocracy. After the invention of printing in the 15th century illiteracy was seen to be a problem. Reformation made the first significant difference. The translation of the Bible to vernacular became widespread; to people we taught to read it, but illiteracy declined. The United Nations defines illiteracy as the inability to read and write a simple message in any language. They conducted a number of surveys on world illiteracy. Surveys reveal that illiteracy worldwide had dropped from the previous years to 1998. But in a study by the United Nations Children's Fund (UNICEF) published in 1998 predicted that the world illiteracy rate



would increase in the 21st century because only one fourth of the world's children were in school by the end of the 20th century. The highest illiteracy rates were found in the less developed nations of Africa, Asia, and South America; the lowest in Australia, Japan, North Korea, and the more technologically advanced nations of Europe and North America (Jeffries, 1967).

In the 1996 issue of Philippine Statistical Yearbook for 1985-1994, others in the Philippines are living in the standard which researchers call it as relative poverty. The concept of relative poverty is related to the concept of social exclusion, thus goes beyond the determination of some minimum level of monetary resources required for physical survival. Relative deprivation is seen a lack of access to a level of goods and services that are required for meaningful participation in society, a level which can and does change over space and time as circumstances evolve. A relative poverty line defines the poor as those with per capita income or expenditure levels below a certain percentage of the mean or median for the country. Critics mainly point out that a relative definition makes the elimination of poverty impossible, because there will always be some in society who have less than others, and relative poverty lines rise along with living standards. While absolute poverty is about physical survival, relative poverty provides the link to inequality and places emphasis on the ability to thrive as a human being and member of society.

Some of the causes that hinder poverty reduction are employment issues including unemployment, underemployment and low wages. This issue requires literacy. According to Mc Guire (2007) it is important to remember the significant amount of opportunity available for college graduates. The global economy is becoming increasingly more competitive, and in order to give yourself the best chance for a well-paying job, you must first

understand the importance of college education. Secondary education is insufficient. The knowledge that students could get from higher education is expensive this time, but compensated in the near future.

In the World Development Report 2004, “education is defined as knowledge or skill developed by a learning process or experience. It is central to development. It empowers people, strengthens nations, and becomes a key to attain every person’s goal. Getting an education is one of the best things a young person can do for himself to ensure and lead a better, more fulfilling and prosperous life. Education can significantly improve people’s lives. It benefits people, society, and the world as a whole. It enables people to read, reason, communicate, and make informed choices about their lives. A more educated person often has more opportunities in life, earns more and has a higher standard of living. Skilled workers enable a country to develop and become wealthier as a nation, which benefits all. A skilled labor force creates, applies and spreads new ideas and technologies. Without education, inventions like electricity, medicine, cars, computers, video games, and much more would not exist.” This is reality. Having a high education is a preparation for jobs and career. The well-rounded education will result to a well-paying job.

According to the Doing Business 2006, employment is the labor, task or duty that is one’s accustomed means of livelihood. A specific task, duty, function, or assignment is often a part or phase of some larger activity. Jobs are at the heart of a country’s growth and a person’s security and livelihood. Economic growth is not possible without jobs and opportunities.

According to World Bank survey the Voices of the Poor, people from around the world say that finding a decent job would

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help them escape poverty. Studies confirm that the vast majority of people who escape from poverty do so by starting their own business or finding work in an existing one.

People having well-paying job will reduce poverty if not able to eliminate it. Some said that poverty is pain. It feels like a disease. It attacks a person not only materially but also morally. It eats away one's dignity and drives one into total despair (Lim and Oishi, 1996). This study is conducted to determine whether the standard of living specifically called as poverty affects the literacy of the residents in Barangay Bañadero for the year 2008.

## Theoretical Background

In 2000, there were 15 regions in the Philippines. This number has increased over the years. Last December 2003, Philippines is now divided into 17 administrative regions. Poverty is dynamic in the different regions in the country. People move in and out of poverty over time, depending on their circumstances. In an on line article entitled Income Poverty and Inequality in the Philippines, Region V and two regions of Mindanao—ARMM and Region XII—have consistently been the three poorest regions since 1994. It was said that the majority of the poor live in rural areas, and that the income poverty incidence is much greater. However, to state that poverty in the Philippines is a rural phenomenon might detract attention from a growing urban problem. Rural poverty levels are considerably higher than urban poverty throughout the 1985–2000 time series, with the disparity growing particularly acute in the more recent rounds of the Family Income and Expenditure Survey (2007).

This study is anchored on the definition of literacy as written by Jeffries in his paper. The exact nature of the

criterion varies, so that illiteracy must be defined in each case before the term can be used in a meaningful way. In 1930 the U.S. Bureau of the Census defined illiterate as any person over ten years of age who was unable to read and write in any language. By the next census (1940), however, the concept of “functional” illiteracy was adopted, and any person with less than five years of schooling was considered functionally illiterate, or unable to engage in social activities in which literacy is assumed. Since that time, the concept of functional illiteracy has grown in popularity among American educators, but the standards of definition have changed with the increasing complexity of most social activities. Thus, by 1970, the U.S. Office of Education considered at least six years of schooling (and sometimes as many as eight) to be the minimum criterion for functional literacy. In 1990 over 5% of the adult population living in the United States did not meet that criterion. (Jeffries, 2007). Literacy is now very important more specially in attaining good life in this competitive and global world.

To attain the decent standard of living and to be able to contribute to the competitiveness of the new world the productivity of workers should also be improved. The National Wages and Productivity Commission (2008) formulated the new daily minimum wage rates in REGION X, Northern Mindanao , Per Wage Order No. RX-13 which took effect last 01 June 2008 for the workers. The Cities of Malaybalay, Valencia, Gingoog and Ozamiz, and the Municipalities of Maramag, Quezon, Manolo Fortich and El Salvador fall in the Wage Category II having the daily wage of P251.00 for the non-agriculture and for the agricultural workers is P239.00 which gives as the monthly salary of P7,530.00 for non-agricultural workers and P7,170.00 for the agricultural workers. With the presence of the increase in the cost of living this monthly income is not enough for a family to live a decent life. A worker should have to find his way to a good and well – paying job.

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And this will be made possible only with a good and high educational attainment.

For purposes of this study with the newly formulated daily minimum wage rates by The National Wages and Productivity Commission (2008) the researcher computed the amount of the monthly salary of the worker by multiplying the daily minimum wage by thirty days as one month based on what the law prescribed.

A non-agricultural worker gets a monthly salary of P7, 530.00 and is considered living below poverty line. In an on line article, Understanding Poverty (2008), it is said that a person is considered poor if his or her consumption or income level falls below some minimum level necessary to meet basic needs.

With the monthly salary above P7, 530.00 but does not exceed P10, 000.00 the worker is considered living his life at poverty line, while monthly income is more than P10, 000.00 the worker is now living above poverty line. In the present situation living above the poverty line does not mean a family can now provide all their daily and basic needs. Often times the literacy of children suffers due to the inadequacy of financial resources.

In an on line article titled, Economically Disadvantaged (Wikipedia, 2009), the term disadvantaged in its generic sense refers to those who are from lower-income backgrounds or the disadvantaged poor. It also defined economically disadvantaged as a term used by government institution when it refers to that member of a household who meets the income eligibility guidelines set by the government.

According to the Asian Development Bank, when families are poor, women often suffer disproportionately. One strategy for stretching scarce resources is to reduce meals. In the Philippines it is customary for a woman to feed the man first, children next, and herself only after everyone else has eaten. The result is that when food is in short supply, women are often left without enough to eat (2004).

## Statement of the Problem

The purpose of this study was to look into the literacy of the residents in Barangay Bañadero who are economically disadvantaged in the year 2008.

The problems comprised the following for undertaking the study.

1. As ascertained by the respondents, what is the frequency or the rate of illiteracy , functional illiteracy, functional literacy of the male , and female residents in Barangay Bañadero that are living in the following standard of living:

- 1.1. poor
- 1.2 at poverty line
- 1.3 above poverty line?

## Significance of the Study

This study is significant to City of Ozamiz. This will serve as a guide to the city in the administration in enhancing literacy in this subject barangay.

Barangay Officials. This is beneficial to them during their term of office. This will help them analyze and will now be able to start

new project that will help the people whom they promise to serve with honesty and loyalty.

City Government Officials. The welfare of the mass of the population is the very purpose of the city government officials. The result of this study will give light to them with respect to their on line plans. Through this study they will know what to be given first priority.

Residents. This study will influence the people on how important literacy is not only to their day to day survival but to the challenges they face in the global world.

La Salle University Teachers. The result of this study aims to touch the hearts of the teachers in La Salle University. As educators they have good opportunity to share their teaching skills for the goodness of others.

Public School Teachers. They can now determine whom they should give utmost help when it comes to acquisition of knowledge.

Researcher. This is relevant for the researcher. The information that the researcher will acquire from this research is a good venue to start a program on how to help the needs of the barangay residents.

Other Researchers. This study maybe useful to them for further research.

## 2. Methodology

### Research Environment

This study was conducted in Barangay Bañadero in Ozamiz City. This is one of the urban barangays in the city. It is very close to the city.

It became a barrio way back in 18<sup>th</sup> century, during the Spanish regime. The name was derived from the Spanish word Bañar” meaning bathe, due to the numerous springs and abundant water supply. Eventually, the Spaniards and the local people got used to the idea of calling their area as Bañadero. Long ago, the area was thickly forested and settled only by the Subanens. These natives were also “Kaengeros” who cut and burned down trees as means of clearing the area. Then a parcel of clear land would be exchanged by the Subanens to interested settlers for mere bolos, ax or foodstuff. This maybe one of the reasons why people before did not care about education.

### Research Respondents

The research respondents of this study were the fifty (50) male and fifty (50) female residents of the barangay. They were picked by random. Though age is not so material in this study but researcher believed that the respondents must be at legal age to be sure that the response they give is with sensibility and reliability. Eighteen to twenty five years of age is the limit on the age of the respondents. They were asked to answer the researcher made survey questionnaire. Majority of the residents in Barangay Banadero are engaged in works that are non agricultural, thus they are chosen as the respondents. The researcher requested the



help of the Barangay Health Workers in the administration of the questionnaire.

## Research Instruments

The researcher made questionnaire was the instrument used in this study. The literacy of the respondents were measured as follows: illiterate are those who have not gone to school and/or unable to read and write; functionally illiterate are those who had gone to school between grade 1 to grade 5 (grade 5 is unfinished); functionally literate are those who had grade 6 and more.

For purposes of this study the standard of living of the respondents were classified according to the following: (1) poor - those whose consumption or income level falls below some minimum level necessary to meet basic needs. A non-agricultural worker with a monthly salary of P7,530.00 is considered living below poverty line and thus he can be considered poor; (2) those with the monthly salary above P7,530.00 but does not exceed P10,000.00. The worker in this situation is considered living his life at poverty line; and the (3) classification considered in this study is when the monthly income is more than P10,000.00 but does not exceed P15,000.00, the worker is now living above poverty line.

Before the administration of the questionnaire the researcher asked permission from the Barangay Chairman and explained to the Barangay Health Workers the content and purpose of the study for good communication with the respondents. After the administration of the questionnaire, it was collected, tallied and analyzed before presentation.

### 3. Results and Discussion

This chapter presents, analyzes and interprets the data collected in this study. The data pertained to the standard of living of the economically disadvantaged residents of Barangay Bañadero in Ozamiz City in the year 2008 and its effect to their literacy.

#### The Classification of the Standard of Living of the Respondents and Its Frequency

The first concerned of this study was the frequency of the economically disadvantaged residents who are living at different standards in Bañadero.

Table 1  
The Frequency of the Respondents Living in the Different  
Standards  
N = 100

Gender	Standard of Living							
	Poor		At Poverty Line		Above Poverty Line			
	F	%	F	%	F	%	Frequency (F)	Percentage (%)
Male	38	.76	5	0.1	7	.14	50	1.00
Female	31	.62	12	.24	7	.14	50	1.00
Total	69	.69	17	.17	14	.14	100	1.00

As shown in Table 1 there is a big difference in the standard of living of the respondents. There were sixty nine percent (69%) who revealed that they are living below poverty line and thus they are classified as poor. Considering the data gathered it does not affirm the statements of an on line article which says that, “the majority of the poor live in the rural areas.” Barangay Bañadero is

categorized as one of the urban barangays in Ozamiz City, yet sixty nine percent (69%) or it was more than fifty percent (50%) of the respondents revealed that they are poor.

Although based on Table 1 and Table 2 of this study sixty nine percent (69%) ascertained that they are poor, it is also clear on the table that ninety five percent (95 %) of the 100 respondents had gone sixth grade and more in which such case according to Jeffries (2007) is considered as minimum criterion for functional literacy.

The Literacy of the Residents of Barangay Bañadero and Its Frequency.

The second concerned of this study is the frequency of the literacy of the residents. The table below shows how literacy is conceptualized:

Table 2 highlights the frequency or the rate of literacy of the male and female respondents.

Table 2  
The Frequency of the Literacy of the Respondents  
N= 100

Gender	Literacy							
	Illiterate		Functionally Illiterate		Functionally Literate			
	F	%	F	%	F	%	Frequency (F)	Percentage
Male	1	.02	4	.08	45	.90	50	1.00
Female	0	0	0	0	50	1.00	50	1.00
Total	1	.01	4	.04	95	.95	100	1.00

As shown in Table 2 among the fifty (50) male respondents there is only one (1) or two percent (2%) who had not gone to

school and is considered illiterate; there were four (4) or eight percent (8%) who revealed themselves to have gone to school but had not finished the fifth grade ( less than five years of schooling ) and as such they are considered as functionally illiterate. Based on the table above, this study clearly shows that forty five (45) or ninety percent (90%) of the male respondents had six (6) years of schooling or more and are considered functionally literate. The data shown in Table 2 proved the null hypothesis in number 1 to be true. Further, it was revealed in the gathered data that one hundred percent (100%) of the fifty female respondents are functionally literate and none of them falls in the classification of illiterate, and functionally illiterate, therefore the null hypothesis in number 2, which says that less than twenty five percent ( 25%) of the female respondents are functionally illiterate is not absolutely true and, is rejected.

It was also noticed that of the one hundred (100) respondents (male and female) only five percent (5%) were not functionally literate and of the five percent (5%) it is only one percent (1%) who can be considered illiterate. In the study of Jeffries in 2007, he found that in 1990 there were only 5% of the adult in USA who were not functionally literate which gives an idea to the researcher that people in the Philippines are not too far behind from foreign nationals when it comes to literacy.

#### **4. Summary, Findings, Conclusions and Recommendations**

##### **Findings**

From the gathered data disclosed by the respondents in this study which was revealed in Table 2, only one percent (1%) is

illiterate and four percent (4%) is functionally illiterate. This means that ninety five percent (95%) of them are functionally literate.

It is also made known in this paper in Table 1 that, there were seventeen percent (17%) of the respondents living at poverty and fourteen percent (14%) living above poverty line. This means that sixty nine percent (69%) of them are living below the poverty line or having a poor standard of living.

### Conclusions

In this study it can be concluded that even a person has a poor standard of living he could still attain functional literacy. This functional literacy might not be good enough to get the best well-paying job, however, this could be a strong foundation and a beginning for a better life.

### Recommendations

In the context of the findings of the study the researcher presents the following recommendations:

1. DECS should initiate more barangay advocacy that functional illiteracy is not enough to bring the best in life;
2. Barangay Officials should guide their constituents to get scholarship funded by the government in order to get higher level of education. They should teach their people on some income generating activities. They should educate them on how important higher education is.
3. As an individual one must be resourceful to find some scholarship programs either it be supported by the government or

by private institutions or individuals in order not to be functionally literate only but to eliminate illiteracy.

4. Teachers in private institutions should extend and impart their help in terms of education with diligence and generosity.

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