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**STUDENT JOURNALS AS INSTRUCTIONAL LENSES
IN DEVELOPING THINKING SKILLS AMONG
TEACHER EDUCATION STUDENTS
(A QUALITATIVE-QUANTITATIVE STUDY)**

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INTRODUCTION

The dynamics of journal writing has been explored in different disciplines or fields. Its primary purpose of transmitting thoughts and feelings to paper has been well recognized as a potent learning tool in educational systems worldwide. Contemporary teachers have attempted to encourage critical thought, application of knowledge, and an attitude of intellectual curiosity through journal writing. The pedagogical benefit of journal writing is touted by many.

Foreign literature reflects researches on the use of journal writing in relation to enhancing learning and promoting reflective thinking among students and as an effective means of evaluating student learning on the part of the teachers. Walker (2003) studied journal writing as a teaching technique to promote reflections among athletic training students as they progress through their education. She used content and trend analysis in this qualitative study. She found out that journal writing assignments can benefit students by enhancing reflection, facilitating critical thought, expressing feelings, and writing focused arguments. In addition, journals can assist athletic training students with exploring different options for handling daily experiences.

On-line graduate students were the subjects of the study of Andusyszyn and Davie (1997). They found out that reflection and learning share symbiotic relationship. If the depth and breadth of reflection expands, so too will the depth and breadth of learning and understanding. The research further concluded that information is not knowledge until transformed into higher levels of cognitive and affective understanding. Reflection through journal writing offers a valuable means of this transformation to occur. Hence, they recommended that educators should consider this and could be integrated into the design of their courses.

Croxton et.al (2002) explored on journal writing and its effect on retention and found out that journal writing enriches student understanding and can benefit objective test performance.

In the area of teacher education, a foreign study done by Bain and Ballantyne (1997) focused on the use of journal writing to enhance student teachers' reflectivity during field experience placements. Two measures were included to assess the effects of journal writing on professional learning with one-way ANOVA as the statistical treatment used. Major findings showed that segments of journal entries focusing on Teaching or Self were not only more prevalent than those focusing on the Profession, they also had a higher level of reflection. The study also established no significant difference on the level of reflection reached according to gender. The level of reflection and improvement overtime as measured in the study showed that there were no significant effects of journal content condition on either characteristic level of reflection on in the highest level reached. Improvement in students' level of reflection over time occurred equally in both content conditions. This finding is considered important by the researcher in order to confirm that even though the cognitive and experiential approaches have different sets of associated benefits and drawbacks, their overall effects on students to write reflectively at a higher level are equivalent.

In the local scene, there is still a dearth of studies geared towards the effectiveness of student journals as part of teaching and learning process, as an effective tool in developing reflective or critical thinking, or as part of alternative assessment tool for teachers.

One of the most recent local researches done in the Philippine Normal University is that of Garcia (2006) which attempted to identify some of the thinking skills developed among social science students as reflected in their journals. His research concluded that through journal writing, students were trained to reflect, think aloud, and develop thinking skills; thus, it is a time-tested method of teaching and evaluating students' progress in a course.

Taking off from the findings and recommendations of Garcia (2006), the current study focused on the eleven thinking skills as posited by McGuiness (1999) for the categorization of the thinking skills manifested in the journal entries of students enrolled in Guidance and Counseling subject at the Philippine Normal University during the First Semester of School Year 2006-2007.

Aside from validating the findings of Garcia in Teacher Education subject, which is Professional Education concentrating on Guidance and Counseling, the current study further utilized quantitative analysis in order to test if time is a significant predictor of students' progression from one thinking skills category (McGuiness, 1999) to the next; thus, probing the development from basic thinking skills to advanced thinking skills as reflected in the journals.

Theoretical Framework

Brains are portrayed as under-used and, therefore, capable of further development by stimulation. Learning is seen as

requiring active participation by learners who learn best in a social environment in which they give meaning to their own experiences. To build the necessary conceptual schema, learners must be supported by teachers who gradually extend the learning challenges and provide appropriate feedback. This has now evolved into teaching set of skills that govern human mental processes or thinking skills; thus, stimulating the so-called “under-used” brain.

The literature richly presents various definitions of thinking skills. Among these definitions, the common denominator is through a taxonomic presentation. The Bloom’s taxonomy, a popular instructional model developed by the prominent educator Benjamin Bloom, categorizes thinking skills from the concrete to the abstract – knowledge, comprehension, application, analysis, synthesis, evaluation. The last three are considered higher-order skills.

McGuinness, (1999) suggested that thinking skills can be categorized and again in a taxonomic presentation, she elaborated on the eleven skills such as: collecting and sorting information, drawing conclusions, brainstorming on new ideas, problem-solving, determining cause and effects, evaluating options, planning, monitoring progress, decision making and reflecting on one’s own progress. This was utilized in the study of Garcia (2006).

Considering the two taxonomies, thinking skills are sets of basic and advance skills and sub-skills which connote progressive order as these skills are developed through the challenges education offers the students.

Wegerif (2000) in his review of literature on *Thinking Skills, Technology and Learning* reported that there have been several rigorous surveys especially in the United Kingdom, on the impact of different instructional methods and programs in the last

decades. These provide convincing evidence for the value of teaching thinking skills. He further asserted that the emerging consensus, as supported by the research evidences, is that the best way to teach thinking skills is not as a separate subject but through “infusing” thinking skills into the teaching of context area. Social Science is one of the context area suited for this approach.

In the elementary level, this “infusion” approach was done by McGuiness (2000) in her project. This project was well accepted in Northern Ireland schools specifically in the upper primary level of elementary education.

Considering the taxonomic nature of thinking skills and the infusion approach to context area, this study is premised around the development of thinking skills among college students as infused in the context area of education with journal writing as its instructional lens.

Research Problem

This study aimed to explore, by means of student journals, whether students are able to develop their thinking skills over the course of a semester in a Guidance and Counseling class. Specifically, the research answered the following questions:

1. What are the students' thinking skills developed by journal writing for a period of one semester according to the eleven selected thinking skills cited by McGuiness (1999)?
2. Over time, was there a characteristic progression in the students' thinking skills in terms of the eleven selected thinking skills cited by McGuiness (1999)?

Hypothesis

Ho: Time is not a significant factor in students' progression from one thinking skill to the next.

Relevance of the Study

In Education, especially in Teacher Education, the study supports the stand that reflective thinking shall be developed during pre-service teacher training since students are expected to have more of this quality once they are already in the battle field of teaching especially general education teaching in elementary and high school.

In Psychology, the study supports the cultivation of cognitive processes among the young minds. Through this deliberate cognitive activity (journal writing), learners have the potential to connect thoughts, feelings and experiences related to the learning activity in which they are engaged. Hence, they will develop higher thinking processes.

Scope and Limitation of the Study

This research involved 30 students enrolled in a Professional Education subject with Guidance and Counseling as its focus during the first semester of school year 2006-2007 at the Philippine Normal University. Identification and categorization of the thinking skills are limited to their journal entries written within the period of one quarter or about 24 sessions with 1.5 hours each session.

Thinking skills analyzed in the journal entries are limited to the eleven thinking skills posited by McGuiness (1999).

METHODOLOGY

Research Design

This research undertaking utilized a combination of qualitative and quantitative analyses of data.

In the qualitative aspect, documentary analysis was employed to describe the selected thinking skills manifested by the students in their journals. The journals served as the primary documents which were analyzed by the researcher.

The data culled from the qualitative descriptive method was further analyzed using regression analysis, particularly that of time series regression, which aids in identifying whether time is a crucial factor in the progression of thinking skills, from the more basic “collection of information” to the complex thinking process involved in “making a decision” and “reflecting on one’s own progress.”

Participants of the Study

The research population included 30 college students enrolled in Guidance and Counseling course during the first semester of school year 2006-2007. All of them were English Major students who took up the course as a Professional Education Subject under the College of Education, Philippine Normal University.

Procedures

At the start of the semester, the instructor-cum-researcher of the study oriented the students on the concept of journal

writing. This orientation-lecture on journal writing and reflective thinking lasted for about 30 minutes. At the end of the orientation, the following specific reminder was given:

“A journal is a place to practice writing and thinking. It differs from a diary in that it should not be merely a personal recording of the day's events. It differs from your class notes in that it should not be merely an objective recording of academic data. Rather, think of your journal as a personal record of your educational experience in this class”

At the start of every session, students were instructed to be ready with their journals (a separate notebook) and that 10 minutes before the end of the class, to record their thoughts about what transpired in class. The journals were collected once a week and the instructor-cum-researcher wrote responses to each student's journal. The responses vary in length and content, depending on each student's needs. The entries were monitored and analyzed regularly by the researcher.

Each entry in the journal was categorized using McGuiness's (1999) eleven (11) thinking skills subheadings. The categories which are assumed to be in progressive order are as follows:

1. Collecting Information;
2. Sorting and analyzing information;
3. Drawing conclusions from the information;
4. Brainstorming on new ideas
5. Problem solving;
6. Determining cause and effects;
7. Evaluating options;
8. Planning and setting goals;
9. Monitoring progress;

-
10. Making decisions; and
 11. Reflecting on one's own progress.

Statistical Data Analysis

A regression analysis (time series) was conducted to test the null hypothesis that time is not a significant factor in students' progression from one thinking skills to the next. In this regard, the independent variables were the students taking part in the study and the days (time) when each student provided input regarding the class; the dependent variable was the category of the thinking skill manifested in the journal entry.

Data processing was facilitated through the use of the Special Package in Social Sciences (SPSS).

FINDINGS

The qualitative as well as quantitative analyses of data are presented in separate sub-sections of the findings. In presenting the qualitative data, a student number was assigned to each participant, and the date (month and day only considering all the entries were made in the year 2006) was cited after each entry/statement.

On the other hand, the quantitative analysis was presented in tabular form based on the SPSS processed data. Narrative explanation supplemented the tables.

ANALYSIS OF QUALITATIVE DATA

Based on the entries made by the students in their journal, it was manifested that they were able to perform the following

thinking skills under the eleven (11) categories of thinking skills as posited by McGuiness (1999). The journal entries herein presented are randomly selected from all the entries made by the participants. Complete qualitative data is available upon request from the researcher.

A. Collecting Information

1. "What I've learned today is the different types of counseling, such as group counseling, individual counseling services, career counseling, and information service." (8/25)

1. "The lessons that we tackled today are the characteristics and types of the mentally-retarded student, the causes of their mental retardation and the major remedial strategies for their defects. We also discussed the types and characteristics of an underachiever, the factors affecting underachievement, and how to help exceptional children, who they are, and how to detect a child who is exceptional." (9/12)

3. "Today, I've learned that there are different guidance and counseling services. This includes Placement Service, Follow-up Service, and Referral Services. Placement services helps students in placement of their studies. It provides services for students who want to change schools or universities. Follow-up services involves a series of systematic checks for individual pupils. Referral service involves aiding clients in finding needed expert assistance." (9/04)

3. "Anecdotal report is also a non-various appraisals. It involves the documenting of the teachers' observations and it should not contain names but rather alias. Another one is interviewing your

student to gain more knowledge about that person on a one-on-one discussion.” (9/19)

4. “Today I learned that we can also share and seek guidance not only to the professionals but also with the group which we belong. I also learned that guidance is for everyone and it should respect the individual differences. Aside from that, we can approach to be counseled not only by group but we can also seek from the counselors a one-to-one interview.” (8/25)

4. “A teacher will be dealing with different kinds of students as long as their IQ level is concerned. First, the gifted child needs the full cooperation of a teacher because he is more ahead in terms of intelligence than the bright child. The bright child also needs a minimum of practices in his skills. The teacher must also be patient in dealing with them. The average learners, I can say, are easy to deal with. They can understand and learn with an average way a teacher can do. In here, a teacher will not be so frustrated because he can teach on an easy way of teaching with learning. The slow learners need to have or a teacher needs to understand the situation of these kind of students. He must also do some strategies like tutorials, special session, etc. to let the student understand since he is a slow learner.” (9/11)

5. “The classroom teacher’s role in guidance was our topic for the day. With it, we had learned the things that we will soon do if we had been appointed to be an adviser or even just a subject teacher. The teacher, as we have discussed, is uniquely responsible for the climate of learning in which the class as a group and each pupil as an individual in the group, finds opportunity for learning and for personal development...” (9/05)

5. “We now continued with the discussion about appraisal. The process in it is intended to be an open and two-way process. It has a contribution to make in forwarding the equal opportunities policies for all. In cases where an underachievement in

performance is identified, plans should be put in place...The purpose of this is to measure the amount of student learning, rate of learning, etc.” (9/18)

6. “I have learned that G&C is a very important part of the school curriculum because it helps to evaluate and understand not only the students but also their parents and the faculty as well. I also learned that this program is a vital part for the development of the individual.” (8/24)

6. “Our topic is about gifted children: their characteristics and the ways on how to administer them so that they can reach their full potentials, we also tackled the causes why gifted children tends to “under-achieve”... (9/11)

8. “Today I learned about appraisals, tests such as IQ tests, aptitude, achievement tests, and personality tests. We discussed about different kinds of achievement tests and IQ test...” (9/18)

8. “Today we discussed about non-test appraisals and its forms...I learned about sociometric test and anecdotal reports.” (9/19)

9. “There are different kinds of learners: the gifted or the genius learner, the superior or the bright learner, and the average and the slow learners. The gifted learners are few in number. They have advanced knowledge compared to others their age. Usually, it is not effective for them to learn together with other level of learners. The superior or bright children usually go well with average children, except that they excel than the others. However, the teacher should give chances to the others even though there is a bright child in his/her class. The average children are the most numerous among the learners. It is good that most of them are persevering and eager to learn. Teachers should encourage them more to learn. The slow learners are closely related to the mentally retarded. They are lackadaisical learners. It is rather effective to do a one on one teaching to them.” (9/11)

10. "The first thing that was discussed was the 7 Basic Principles of Guidance and Counseling in school setting. Then the reporter provided us with an activity that had something to do with the lesson. After that, the information service and group counseling were discussed." (8/25)

11. "The principles of guidance and counseling, information service and counseling services were learned today in the reports and discussions." (8/25)

20. "Today we discussed about the different services in school; testing service, guidance service, information service and referral service." (9/04)

B. Sorting and Analyzing Information

5. "When we started discussing, I have learned that guidance is a form of teaching in a way that the teachers offers help from the students who needs to be guided and help him or her to solve his or her problems. In short, it is a help from teachers. Counseling, on the other hand, is a vocational assistance in order to attain a progress from an individual. Therefore, if guidance is a help from teachers then counseling is the assistance of a teacher." (8/22)

11. "Today's lesson tackles guidance services like the placement service, follow-up services, and the referral service." (9/04)

16. "I also learned some interesting facts about my classmates like the story behind their name, their wishes/dreams, the people they want to meet, etc." (8/22)

17. "I was very surprised to know that it was very hard to conduct interview in public schools rather than in private schools." (10/12)

19. "The two kinds of guidance programs are the individual

inventory and testing service.” (8/24)

19. “Non-direct counseling is somewhat similar with Direct counseling but this approach is more focused on the individual’s feeling and potentialities.” (10/03)

20. “I also learned that guidance differs from counseling which I thought are just the same.” (8/22)

20. “The difference of last discussion from today is that last time we just define the meaning of guidance and counseling, but now we discussed about its importance that it has an important role in teaching.” (8/23)

20. “This will help us in molding our future students specifically the high school students who are in the critical stage of developing their emotions and full of curiosity.” (8/24)

20. “This I learned--that a teacher is not simply a plain teacher but also serves as a counselor, and a teacher also studies his/her teacher either in formal or informal methods.” (9/05)

20. “As a teacher, I realize that these kinds of learners need different methods in learning or adapting in a classroom setting.” (9/11)

21. “Based on the interview sheets that I have summarized the primary misbehaviors committed by the high school students are: (1) bullying, (2) cheating, and (3) lying.” (10/12)

22. “I learned that guidance and counseling are always associated with each other, because we can’t separate these two.” (8/22)

22. “It is the same as the eclectic counseling in that it deals with the client and his problems.” (10/03)

24. “In our research, I have found that laziness is the primary

behavioral problem of the students.” (10/12)

C. Drawing Conclusions from the Information

1. “I believe that this lesson is very important to help us understand and handle these types of students, and also, for us to have ideas of what appropriate type of teaching should we apply to the said students if we will be teaching them.” (9/12)

2. “I have learned that Guidance and Counseling are different in meaning as well as in nature. I have also learned that these two are very essential in molding a student, especially in their choosing a career. As a future teacher, these two will be very useful and helpful for me in the future when I become a teacher.” (8/22)

2. “The discussion about the importance of Guidance Service Programs taught me a lot. I have learned that through this program I will be able to understand and cope with the students’ attitude when I become a teacher. Another is that, with this program, students will be properly guided and assisted to the kind of professions they will choose. One more thing is that I realized that it’s not enough that guidance should only be given to students but also to the parents for them to understand their children’s behavior.” (8/24)

2. “Test appraisals such as the Intelligence tests, Interest Inventory, Aptitude, Achievement and Personality tests are very essential for both the teacher and the student. It measures the cognitive and social ability of the student. It’s also one way of knowing the student’s skills and potentialities that will help them in choosing the course they will take. As for the teacher, it’s also important because giving appraisals to students will help them on what lesson or advice they will give their students that is connected on what they want.” (9/18)

3. "Guidance programs are important not just for the students, but also for the teachers themselves... Individual Inventory is very beneficial in dealing with my future students for it helps me in organizing, updating and keeping comprehensive records of students that I'll be able to use when a problem comes. The guidance programs can also help me in the assessment of my students." (8/24)

4. "Teachers are not just imparting knowledge to their students but also, they are guiding the students' values, faith and ideals. They are also called counselors for they can advise and counsel their students." (8/24)

4. "It's nice to hear that teachers hold responsibilities that will help his students learn on their right stage of learning. A teacher is not just teaching lessons or imparting knowledge to his students but he must also consider the background of the educational attainment of his students. Finally, a teacher's work must have a tireless dedication to this kind of work." (9/05)

4. "A good teacher must have lots of patience especially in dealing with the trainable mentally retarded, totally dependent mentally retarded, the overachiever, underachiever, and the exceptional children. They need more understanding and the patience of a teacher. A teacher must also do some things which these types of students will not be affected and be frustrated. He must also learn how to deal with them effectively." (9/12)

5. "All of these will be of help to us when we become a teacher that's why it is very important to be discussed." (8/25)

5. "These services help to guide the students not only in their studies but also in their plans and many more. Without these services, the students wouldn't be properly guided and/or assisted." (9/04)

6. "I have learned that giving children evaluations will help both the teacher and the children understand, for the teacher, his/her student, and for the children, his/herself." (9/18)

7. "It's good to think that when a person needs help especially in terms of choosing the career professions and interpersonal problems, there can always be guidance counselors ready to render services... But for others, it's a really good thing in extending their inner problems in expressing it to their peers or guidance counselors. Somehow, it can lessen their burdens and can be more inspired upon internalizing given the advice in solving their own problems. Given the therapeutic lessons by therapists they can guide the youth and mold them for a better person. And that will be a good result for us to be functional and productive citizens." (8/25)

8. "I learned that, if I would be a teacher, I need to master the qualities of a counselor. I should be understanding enough to cope with their problems. I also learned that guidance counselor has a great role in developing students." (8/25)

9. "As a teacher (in the future) I know that Guidance and Counseling is very important. Today, I came to realize that importance in depth. I found out that as a teacher, our role is to guide all our students so that they will not be troubled. However, as for the troubled ones, we should be effective and knowledgeable in giving them counsel." (8/22)

9. "There are children who have special characteristics and who need special attention. They are classified into many groups. The mentally retarded children are those who have an IQ level of 50-70. Instead of further classifying them into moron, imbecile and idiot, it is perhaps better to call them educable mentally retarded, trainable mentally retarded or totally dependent mentally retarded." (9/12)

9. "Teachers should be aware of their characteristics and the needed program in order to effectively teach them. Aside from this, teachers of special children should be extra patient toward his/her student." (9/14)

10. "From the lesson The Classroom Teacher's Role in Guidance, I was able to realize more the importance of a teacher. A teacher plays many roles--mentor, confidant, friend, etc. In guidance, a teacher is expected to guide and counsel the students. I can conclude that a teacher is really important because of the many significant roles that he plays. (9/05)

10. "Today I learned the characteristics of average learners, superior/bright children and slow learners. I believe that it is very important for future teachers like me to know these things. This is because future teachers will be dealing with different kinds of learners. Future teachers should know the appropriate ways of dealing with different kinds of students." (9/11)

10. "To wrap this up, I believe that every individual is special in his own way, so every individual must be given importance." (9/12)

10. "I believe that these tests are important for an individual because each test has something to do with an individual. For instance, an intelligence test will help an individual measure his intellect." (9/18)

11. Aside from this, it was affirmed to me that career choice is important because it will greatly affect our future. Also, post-graduate studies are important, too, especially in promotions and higher salary. (8/24)

13. "As HS teachers [soon] our role is not just teaching our students about math, science, eng, history, etc, and all academic matters. We don't have to introduce them only to books but instead let their academic growth jive with their personal growth."

(9/05)

13. "I mean, the answers you've done really reflects who you are. [it's accurate pala!] (9/18)

15. "A counselor should not judge the client with his/her acts." (10/9)

16. "I also realized that most of those who experience depression may lead to a serious case of suicide if not prevented so it must have been quite a challenge for guidance counselors to lead problematic students on the right track." (8/25)

19. "Studying this program is very helpful because it will enable us to measure what the level or rate of needs the students/children belong to." (8/24)

19. "It is important that we learn to categorize our students. We should be able to determine their level so that we can use different approaches and methods in facilitating learning." (9/11)

19. "I have realized that there are lots of ways to evaluate a child. A continuous monitoring of the child's development or progress is important in helping these children cope with the changes in the environment." (9/18)

20. "By this good project that our Professor gave us, I realized how serious teaching is." (10/12)

21. "Differences in views may arise in these aspects, but for me, there shouldn't be any difference when it comes to how to help these type of learners." (9/12)

22. "We cannot solve our problem alone. We need someone to talk to. It's hard to keep all these emotions inside." (8/25)

22. "That's not the way she should feel because the counselor should not be the one to comfort her and help her with her problems." (10/10)

23. "I believe that this course is important because it will help us understand the child's behavior and give an appropriate approach regarding their problem." (8/22)

24. "This discussion made me realize that these students can be educated in many ways." (9/12)

25. "I was able to conclude that guidance and counseling serves contributes a lot in the development of the students, through this they are really aware of their situations in school." (8/24)

26. "Students in public high schools are not easy to manage because of lack of facilities and overcrowded students." (10/12)

28. "It is very important to know the behavior of our future students because our presentation of lessons will depend on the level of their understanding." (8/22)

28. "We, as future teachers, should have patience in teaching them." (9/14)

28. "That's why, as a teacher, we should always be ready to observe and provide interview of the student so that we will know the cause of the student's behavior whether good or bad." (9/19)

D. 'Brainstorming' on New Ideas

11. "I agree with this because through diaries or journals, the child is able to write his/her insights and his thoughts about whatever there is. I myself used to keep a diary and I know when someone attempts to read that , they will know how I really felt. Therefore it

is an effective way of knowing about the child.” (9/21)

11. “I have realized that non-directive counseling is the longest process among the three because in here, we have to wait for the client to gain his own insights and do something about this and Ma’am told us that this may take years. Also, the counselor is just a facilitator in this type of counseling.” (10/03)

13. “I also discovered that our hiding characteristics which are not overt, the feelings we hide could be detected by the personality tests and this is amazing, it reveals who the person really is.” (9/18)

21. “It is good to know that psychologists differentiated the situations of different types of learners according to their needs.” (9/14)

21. “What if the interpretation of one is not the same as the interpretation of the other one?” (9/19)

23. “I do hope that we always have this activity before starting every report.” (8/24)

25. “I don’t lose hope for them I don’t believe that they are really what they are, it is just a matter of how will the trainers will motivates them and also, it depends greatly upon themselves.” (9/14)

25. “But then, I still looked at it affirmatively, because it must be fragile to deal with different attitudes.” (9/18)

26. “I agree to that, children as well as their parents should be a part of the program.” (8/24)

26. “I agree that problems on sexuality should be a one-to-one session because they have confusions and become sensitive, that’s why many factors should be considered.” (8/25)

26. "I agree that we should know the art of questioning." (10/09)

E. Problem-solving

11. "Through the characteristics of learners given, I and my seatmates become interested in identifying each of us are. It was really fun doing so." (9/11)

11. "One question just comes to my mind, what must be the IQ level of these different types of learners. But I guess it was answered by the professor when she said that some of these types of categories overlap so I guess they can be average learners even if they are handicapped or something like that." (9/14)

11. "This became a bit of a problem for me because I can't think of a school to go to in order to interview high school students because the school where I went to for my secondary education was in the province and I don't know any other school to go to." (10/10)

12. "However, if we are going to evaluate the things going inside the guidance office, we can see that the ideals of it doesn't put into action, it's sad to know that." (8/25)

13. "I never knew that G&C had a multiple purpose.. I was thankful." (9/04)

17. "We need so many certificates just to be able to conduct any interview in Araullo High School..." (10/12)

17. "This non-test appraisal will help the teachers detect the attitude of their students. How?" (9/18)

21. "It was quite difficult to define exceptional learners." (9/14)

21. "How could anyone know that the education being practiced in a school is not sufficient enough to produce academically-bright students?" (9/18)

21. "It is quite difficult for me to interview 4 different teachers. Actually, I am not able to discuss the interview questions personally to the respondents. I just gave the sheets to my cousin and pleaded to give those sheets to her teachers." (10/10)

24. "How can we apply these kinds of tests in our profession?" (9/18)

25. "Now I already know where I would go in some instances that I badly needed for a academic advisement, and that is through placement service. Whose information are really of great help for me, especially right now knowing that I am working student." (9/04)

26. "It is really difficult to differentiate the gifted children from bright students but Ma'am said that the difference is the aspect of socialization. Now I know." (9/11)

F. Determining Causes and Effects

6. "I also believe that failure definitely is not because of a lack of ability but is caused by other factors such as home conditions, socio-economic status and others. That only means that failing test isn't completely dependent on lack of intelligence." (9/18)

11. "So much attention is needed by these types of children that they need to have a patient and loving teacher in order for them to learn optimally." (9/12)

15. "I have no idea why we had to learn these but I guess it's there

for us to understand their situation and be prepared for what could possibly happen..." (9/14)

23. "Joram failed to get the 'right' message in the motivation...we lost ☹" (8/25)

23. "The discussion is indeed interesting. I didn't sleep (Yipee!)." (9/21)

24. "This placement service has helped me during my fourth year high school when I was applying for college." (9/03)

24. "We had an energizing ice breaker for this day, that's why we were motivated to learn the next lesson." (10/10)

26. "A lot of visual aids were posted, it means that a lot of lectures are to be copied. But then I am amuse to the sociometric technique because children are categorized, classified, according to their social skills..." (9/19)

26. "I was just sad when I asked about the common behaviors of adolescent because all of the initial answers are negative behaviors." (10/10)

G. Evaluating Options

11. "This made me realize that if I ever have problems I don't have to deal with them on my own because I can talk to guidance counselors about them." (8/25)

12. "The guidance activity done by our classmate was somehow more enjoyable if it was done a little bit organized." (8/25)

13. "If there are test appraisals, there would always be a non-test appraisal [for the lazy and timid to write, just kidding!] for the

handicapped and illiterate persons.” (9/19)

19. “I realized that there are other ways of categorizing the learners.” (9/12)

21. “I find my report on effective approach to know more about the concerned individual’s status.” (9/21)

25. “I prefer to have this kind of counseling than the other one so the client will attain good advices that will surely take good care of his/her situation.” (10/03)

H. Planning and Setting Goals

3. “As an aspiring teacher, I should have a knowledge about the different guidance programs. These will help me in dealing with my future students in the most appropriate way I can. It is also helpful in molding students to be Christ-centered, competent with a well-formed conscience and compassionate commitment.” (8/24)

3. “As an aspiring teacher, I should observe my students to see if they have any problems or difficulties in class or maybe outside of class. I should make sure that my observations are concise and accurate and should not be based on my personal view or feeling.” (9/19)

7. “And I hope that I as a teacher may fulfill my part as a teacher to my future students.” (9/04)

8. “As a future teacher, I should know how to cope with the troublesome students. Being a teacher is really a tough job, I thought. I should have a lot of patience and love for my students. If I would be a good teacher, I should be a good counselor too, that’s what I thought!” (8/22)

8. "I want to do the sociometric test. Well, just feel I would enjoy it. However, the reporter said it isn't advisable to play it in classroom setting because it might offend the isolated and neglected students in the class. I guess, I will have to do it with my classmates when we're totally close so that there will be no isolated students and neglected students." (9/19)

11. "This can be applied to my students also when I become a teacher someday." (8/24)

11. "The basic principles can be of great help to me which I can apply in the future." (8/25)

11. "I know that I'll be able to use the knowledge of the different types of learners in the future when I become a teacher. This knowledge will help me identify what type of learner each of my students is. This will enable me to adapt to each of my students so that I'll be able to help them learn so much from me and their other teachers." (9/11)

11. "...effective listening and speaking can also be applied as a counselor because counseling needs a good listener, etc." (10/09)

12. "I find it substantial for I know that I will be able to apply all those in the near future." (9/04)

13. "In order to have and give them the best advice we should first listen to them, let us show them how, we teachers hear their prob for it is therapeutic to them and informative for us teachers." (8/25)

13. "This is our goal to develop IQ together with EQ to produce a holistic person." (9/05)

17. "And being a future teacher I conclude this lesson will make me adjust to different kinds of students." (9/14)

18. "As teacher, we must be ready to face this kinds of students and be able to help them for them to become competent citizens and live a normal life." (9/12)

19. "We will be able to prevent these children from wrecking their lives through guidance. We can also lead them back to the right path if problems already exist through counseling." (8/22)

19. "As future teachers, we should know how to adapt to the learners' needs and competencies. We should be sympathetic and compassionate to these learners because they don't only need knowledge but also understanding and a feeling of acceptance." (9/14)

20. "As a teacher, if we would encounter these situations we now know how to handle it." (9/12)

20. "So, by studying these children we will be able to thing of the approaches we can give them to prevent or stop these problems." (9/14)

20. "We as a teacher also responsible in counseling our students in the future, now I know the right way of handling a counselee." (9/21)

21. "This course helps us, future teachers to explore effective techniques on how to deal with them." (9/12)

22. "I have learned that in the program I can cope up and understand the students' behavior and I will know how to deal with them in the near future." (8/24)

22. "It is very significant for me because I know now what are my duties or roles of being a teacher when I graduate." (9/05)

23. "It is important for us to know this fact today so that in the future we already know how to deal with different situations in the classroom, at the same time, to act as a good teacher in the class." (9/05)

23. "After the following appraisals are discussed in the class, I realized how interesting this topic because I'll be able to use my knowledge for practical use." (9/18)

24. "With these, I have identified what kind of pupils I'm going to encounter in the near future. It prepared me so I'll know how to deal with different kinds of students." (9/11)

24. "In the near future and actually as of now, we can use this counseling in helping friends or other people." (9/21)

25. "It is really a great help for me to adjust on my students in the future." (10/12)

26. "...though we are not special ed majors still we are future teachers, and somehow, someday, we can encounter such students that's why we should really know them well." (9/14)

27. "Our discussion for the day gave me an idea regarding the 'individuality' of my future students. With this, I will be able to help them in choosing their field of interest through giving them tests such as the aptitude test." (8/24)

27. "I will be able to help my students realize and appreciate their worth without annoying them. It will also help me in becoming an effective teacher someday." (8/25)

27. "As a future teacher, I should know the hazards of these tests such as falling response, responding adequately is uncertain, and multiple problem checklist by the respondents." (9/18)

I. Monitoring Progress

1. "Now I'm looking forward for to the new topics in appraisal that will help me understand more about non-test appraisals." (9/19)

4. "I am glad that today I learned that there are also services that will help the students to sustain what they really need. The services will help the students to transfer to the other schools easily. And, as future teachers, it is also important for us to learn such services to communicate with them according to what problems they belong." (9/04)

5. "Before our discussion in Prof. Ed.'s Theories of Guidance and Counseling, many questions are running in my mind. What differs guidance from counseling? What are its objectives? Do we really need to study this? Is this subject going to be much of a help when we are already in our field of work?.. After our discussion, I've realized that guidance and counseling is of the importance. It will help you be a better teacher, and also a good role model to a child. Without this, it would be possible that many children won't have a better future and would end up with nothing in their lives." (8/22)

5. "When hearing the word "individual inventory service" I am not quite getting the picture of what it is for until my classmates discussed it in front of the class." (8/24)

7. "When I was in high school, I don't look at it in a perspective that it can really help. Besides, I view our room in guidance and counseling a room for delinquent and troubled students. But after the discussion, I can almost say that it is not only intended and limited to those kind of people. Even I myself need that and every single person does. We have our internal struggles and crisis that only in counseling be expressed and somehow lessen the burden by a good counselor." (8/22)

7. "Upon thinking of the different tests that I have taken, I can say that they are a whole bunch of nose-bleeding questions of analysis. But I am now more critical upon distinguishing the kind of test from each other. I am now into a subject for clarification of the purposes of each which I attained upon the reporting and explanations made by the professor. I can see now the importance/purpose of each test in a person." (8/24)

7. "I'm just in a big regret that guidance counselors then in our school were not quite active that's why the students were not clear of what they want to be lacking of counseling." (8/25)

7. "A certain epiphany or realization happened in me and erased my confusions for I am now clear with my roles. And I now believe that I really have a BIG responsibility, not just in teaching but in molding my students as better persons and citizens of the country..." (9/05)

7. "I am now thinking whether I am slow, average, or exceptionally bright student therefore. Well, I regard myself as an average student before base on the characteristics as guide in distinguishing a child." (9/11)

7. "Many questions keep taunting me right now. Questions such as: How will I deal with these different kinds of children with their deficiencies in the future? Will I be an effective teacher? Will I have the strength to carry on in situations faced by me in the future?..." (9/12)

7. "I began feeling pity upon these children with defects. I now realized how should I offer my deep reverence on SPED teachers. They really are amazing!"(9/14)

7. "I never expected that there are lots of tests more than what I know and encountered! And I kept asking myself the purpose of these in my life before. Now I understand and see the purpose of

these tests. As a future teacher, I know these can help me in my assessments to know what they need in learning and understand them in their personal struggles.” (9/18)

7. “The graph made me think of my status in class. Am I a star? Or a neglectee? An isolate? No matter what I want to know it...” (9/19)

8. “Today we did an activity--a very interesting activity. I enjoyed it very much. I was able to know how others see me as a person. I’m glad to know that they don’t see me that bad and their observations were right.” (8/24)

9. “Today, different services offered by the Guidance and Counseling Program were discussed. These are information service, individual counseling service, group counseling service, and the career counseling service. Most of these I was able to experience during high school. Our guidance and counselors were really very active in conducting the said activities. The one that made a great impact to me was the career orientation under the career counseling. It really helped me in my decision for college. Thank God I never had regret even until now.” (8/25)

10. “I also realized that I have some of the characteristics of an underachiever.” (9/12)

11. “Through this research, I realized what kinds of students I might encounter in future, when I become a teacher. Also, I saw what problems I might encounter through these misbehaviors that these students commit.” (10/12)

12. “At first, I think this whole day would be a mess but I’m wrong. When our discussion began my attention was drawn from my messy shirt to our lesson and I enjoy it because I can relate and understand the lesson on guidance and counseling because I research and study about it last night. I enjoy the part of the class

with guidance activity trivia, I love discovering something new about my classmates.” (8/22)

12. “It’s just that I’m a little bit sad about the reality that some of the Guidance and Counseling activities are not done well by the people accountable for it. The concepts and activities in the G&C as the years passed by becomes idealistic rather than realistic.” (8/24)

12. “I’m glad that we’re moving on. We have finished the first chapter of our lesson as we would be having our first quiz tomorrow. The day of my group’s oral presentation is fast approaching and I’m a little bit excited about it.” (9/04)

12. “I’m now have a broader idea of different behaviors and characteristics of high school students, this will help me a lot.” (10/12)

13. “All these years since I’ve heard the word “Guidance and Counseling” all I knew about is a heart talk between two or more people who are up to solve the problem and taught him how to adjust with it.” (9/04)

13. “Lackadaisical the term I learned this day which means lacking in enthusiasm but this is not the only thing I’ve learned I’ve got bunch of it.” (9/11)

13. “Among the types of learner we had discussed the handicapped is the most whom I pitied most because even they are eager to learn it would be difficult for them because the lacked something which is essential in the process of learning.” (9/14)

14. “It was my first time to have a hands-on interview with the teachers.” (10/10)

17. “The most interesting part for me is personality test...” (9/18)

17. "We already play this game during my high school days..." (9/19)

19. "I have learned many things this morning... From the lesson, I learned and realized that Guidance and Counseling is important for us, future teachers." (8/22)

21. "Before I thought of career orientation as a waste of time...Then I realized the importance of being acquainted with the course one would like to take." (8/25)

21. "It is inspiring to know that various services have been continuously offered to cater to the needs of individuals. More so, it is even inspiring to know that this also happens in schools...I hope that this system still continues for it would surely help the majority of students." (9/04)

23. "I really learned a lot of things, I wanted to commend the creator of our syllabus because it had allowed us to learn/to tackle this topic. ☺" (9/12)

24. "We have a clearer view about the notes of the teachers today." (9/05)

25. "But then I know I can still improve my capabilities knowing that I am on a good learning ground." (9/05)

26. "As the reporter evaluate as, I am a [directive counselor] non-directive, instead, our teacher said that it means that most of us are matured-enough because non-directive counselors are such." (10/03)

27. "With this knowledge about these kinds of learners, I will be able to be an effective and efficient teacher." (9/11)

J. Making Decisions

2. "Today, what we had discussed was very essential for me as a future teacher. It's all about the teacher's role in guidance and counseling. Through the lesson I was able to know at this early stage on what will be my role in the future. I already know what I am supposed to do and supposed to be." (9/05)

9. "No matter what type of learner a teacher has in her class, it is a must that he/she level himself up to them in order to teach them effectively." (9/11)

10. "Now, I already know and so I will try to change these characteristics of an underachiever that I have." (9/12)

11. "This would help me improve what they like in me and change those that they don't like." (8/24)

11. "I just hope that when I become a teacher of these kinds of children, I will be able to deal with them justly. I mean, I realized that these are the kind of children who do not just need to be taught the lessons but they need to be taken care of." (9/12)

11. "I guess one should not just be a counselor to possess these qualities. Every teacher should be like that so that the students will be able to cope with their student life..." (10/09)

11. "In the future, I hope to be an effective counselor to my students by possessing these qualities and skills of a good counselor." (10/09)

13. "I was surprised that I was like this, and like that. So from now on I encourage myself to dig deeper to who really is MYSELF." (8/24)

18. "Now that we know their likes, I will retain those traits and improve the dislikes." (8/24)

21. "Nowadays, I really make it a point that I will be a teacher in the near future. However, there are some instances that I think of other professions far better than teaching. I know I can overcome this problem because I really want to be the educator of the next generation." (8/24)

21. "Good thing, I am able to listen on the career orientation programs conducted by the school. Now, I can say that I am very much oriented on the field that I chose to be with." (8/25)

21. "As future teachers, we should break this connotation and offer quality learning to each and every student." (9/11)

23. "As a future teacher, I had realized that a 'BIG' challenge is really on my way after graduation." (9/14)

23. "To sum it up, it was a happy experience and I believe that this is what God really wanted me to do." (10/10)

23. "I hope I'll be able to accomplish what is expected...of me and at the same time be effective on it." (10/12)

24. "These serious problems that we will be encountering would be difficult..." (9/14)

26. "As for me I want to build personality of students using this course." (8/22)

26. "I should not let those teacher's role get in and out of ears but I should rather internalize it because that is my future, to be a teacher and I am training to be the most effective one." (9/05)

26. "So I will not just sympathize with them, I'll be compassionate." (9/14)

26. "As future teachers, we should evaluate our students

cunningly.” (9/18)

26. “As future teacher, I should make a difference, I will let my students know and understand that guidance is for all, whether problematic or not. I will ask them not be afraid of guidance office and counselors because they are there to help them so there’s nothing to be afraid of...” (9/21)

27. “As future teachers, we should know the different types of counseling for us to guide our students in the right path.” (10/03)

27. “As a future teacher, I should have the schema on the real situations in public schools and private schools as well. I should know the different types of problems...” (10/12)

K. Reflecting on One’s Own Progress

1. “I experience the same feeling of butterflies in my stomach every time I’m going to report. But, that doesn’t stop me from sharing what I’ve researched and learned about my report.” (9/19)

1. “I’ve learned many things on my report. At first, I thought it would be hard for me to research and understand my report, but I was wrong.” (9/19)

2. “The topic discussed today is about the different types of learners. Actually, through the lesson I have discovered what type of learner I am. It is also very important to me because I will be dealing with students in two years’ time, therefore I already know how to distinguish them as to what type of learners they are through the characteristics given to us.” (9/11)

10. “The reporter started the lesson with an activity. From that activity, we were able to know what our classmates like and dislike about us. I felt good about it because I discovered their opinions about me and I was able to state my opinions about them. Sadly,

the time was not enough for all of us to write our opinions about each other.” (8/24)

11. “Today also, I have revealed something about myself through the activity which the teacher initiated. This revealed my desire to be named Margaret instead of Von Grace.” (8/22)

11. “These lessons also helped us realize what type of learner we are and in turn we have learned how to deal with our own learning and to adapt to our classmates as well.” (9/14)

11. “I really hope I would be able to come up and help solve the problems and misbehaviors that my future students will commit.” (10/12)

12. I find this information very essential for I know that in the near future it will help me in categorizing to what group my future students belong. Our lesson enlightened me of the picture of different kinds of learners that I will be dealing in the future. In anticipating that in my higher year I will be able to study more on how to deal with them especially the challenging one. (9/11)

12. “I’m a bit glad because I still have a chance to improve my report because for me, the way I presented my report is a bad one. It’s because I’m not feeling well.” (9/12)

12. “I did a good one today compared tomorrow but am not totally satisfied in my performance, for I know I can be better than what I did.” (9/13)

12. “The sociometric technique is the non-test appraisal that I have interest the most.” (9/19)

12. “I’m happy because I come up to a realization that counseling is a serious task and it takes a lot of perseverance, patience, and sense of understanding and empathy.” (10/03)

12. "From the very first reporter down to the last, I can say that the level of my enthusiasm in learning new things didn't go down. I'm always excited to know new things and I'm so glad having retained those things after our class. I learned a lot, enjoyed a lot." (10/10)

12. "I can plan strategies as early as now as to how to handle different kinds of students with different kinds of behaviors." (10/12)

13. "I have learned that I still don't know myself fully." (8/24)

13. "This time my knowledge [actually its limited] about guidance and counseling widened because I never thought that guidance includes placement service..." (9/04)

13. "It really hurts, but I have to admit it, I have to accept the truth in order to open up myself to change.. I'm an underachiever. I don't have a high self-esteem, I always degrade myself and easily believe on other person say about me..." (9/12)

14. "I believe that I belong in this group because I am an average student." (9/11)

15. "For me, I guess it's hard to reach their level although some of the characteristics in the bright child are visible on me. I still consider myself an average person." (9/11)

15. "I belong in the underachievers since I only do what I can do and do my best but not totally everything I can." (9/12)

15. "I got 23 in score and I belonged to the Eclectic Counseling group wherein I believe the process is the best way to handle a client." (9/21)

17. "I have learned but actually I know that in every school it is very important to have guidance counselor for the student's guide." (8/24)

17. "I can somehow relate to the first type of learner (mentally retarded)..." (9/12)

18. "Through the topics that we have discussed this day, I now have an insight on what will be our role as a guide and counselor to our future students." (8/22)

18. "...Now I understand why counseling takes years." (10/3)

18. "Upon the discovery of the qualities of a good counselor, good counseling skills, and inappropriate responses in counseling. I admire the counselors more." (10/9)

18. "Even if I'm not yet a teacher, right now I am thinking of ways on how to prevent cheating, especially on examinations, and encourage honesty among the students." (10/12)

19. "I have enjoyed tallying and interpreting the data of our project because I was able to see the answers of teachers about the typical characteristics of learners. This was when I realize that when I know what may happen in the classroom when I become a teacher will make it easier for my student and I to meet a certain level where we can understand each other." (10/12)

21. "Since I was in high school I am wondering what is the real essence of being a guidance counselor of the school." (8/22)

21. "When I was in my elementary days, I thought of being a 'man'...But I had overcome that predicament of mine..." (8/24)

23. "As a future teacher, I believe that will be able to experience being this 3 types of counselors." (10/03)

25. "Knowing all these, I am still grateful that I don't belong to then. I am fully satisfied of my characteristics right now, being an average student. No more, no less." (9/11)

25. "As a reflection in today's discussion, I belong myself to the average learner..." (9/12)

26. "I am thankful to God that I am healthier than they but then it's my responsibility to help them." (9/12)

27. "Our topic for the day gave me an awareness on what will be my role to my students when I become a teacher." (8/22)

QUANTITATIVE ANALYSIS OF DATA

Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.061	.004	-.001	3.54

a Predictors: (Constant), TIME, SUBJ#

According to the model summary above, time and subject number only account for .004 or 0.4% of the total variance in the students' journal entry thinking skill category. In addition, the standard error of the estimate (SEE) is quite high at 3.54. This means that the model is a poor predictor of the dependent variable.

Analysis of Variance

The Analysis of Variance results echo the above findings. Referring to the ANOVA table below, the F-obtained, which is 0.801, is significant at $p > .45$, which is higher than the required $p.05$.

ANOVA TABLE

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.101	2	10.050	.801	.450
	Residual	5384.779	429	12.552		
	Total	5404.880	431			

a Predictors: (Constant), TIME, SUBJ#

b Dependent Variable: ENTRYCAT

Based on the results of the quantitative analysis, the study accepts the null hypothesis that time is not a significant factor in students' progression from one thinking skill to the next. The insignificance of time as a factor to predict progression from one thinking skills to the next could be attributed to the following:

1. One of the limitations of the study is the period for the journal writing. Although the subject was enrolled for a particular semester, its conduct was only for a quarter or 24 sessions with 1.5 hours each session, four times a week. The time frame in observing the putative development of thinking skills was considered "brief".
2. The entry dates were not carefully adhered to by about 30% of the students. There are students who missed to write on a particular date that a class was held.
3. Lastly, the categories enumerated by McGuiness (1999) may be overlapping categories and not totally similar to Bloom's taxonomy which is arranged from lower to higher skills. If such was the case, they should not be treated as increasing in sophistication and value, i.e., one cannot deduce that "reflecting on

one's own progress" is a higher thinking skill than "planning and setting goals,".

CONCLUSIONS

The qualitative analysis done in the study concur with the findings of Garcia (2006) that the students developed some thinking skills in their journal entries as enumerated by Mc.Guinness (1999), namely:

- A. Collecting Information
- B. Sorting and analyzing information
- C. Drawing conclusions form the information
- D. Brainstorming on new ideas
- E. Problem Solving
- F. Determining cause and effects
- G. Evaluating options
- H. Planning and setting goals
- I. Monitoring progress
- J. Making decisions
- K. Reflecting on one's own progress

Further examination of the categorized data showed that students were generally biased towards several thinking skills categories, such as collecting information, sorting and analyzing information, and the like, and biased against problem solving and evaluating options, for example. This could be a partial evidence pointing to the need to develop thinking skills categories that are Filipino in orientation and scope or somehow reflect our seemingly not introspective culture.

The quantitative analysis of the study revealed that time is not a significant factor to predict the progression from one thinking skill to the next. This conclusion must, however, be viewed in terms of the limited time of journal writing (one quarter only), the

inability of about 30% of students who missed to write in several sessions and that these thinking skills must not be perceived in progressive order but rather discrete and somehow overlapping in context.

RECOMMENDATIONS

The following recommendations are offered to further strengthen the claim that students' journal entries serve as instructional lenses in developing thinking skills among the students of Teaching Education:

1. Continuous use of journal writing as part of the instructional activities in different subject areas of Teacher Education so as to harness the more reflective thinking skills of future teachers. The following modifications in its administration to students are further recommended:
 - a. Journal writing should be part of the classroom instruction in subjects being taught for a complete semester.
 - b. Journal writing be explored in practicum subjects like the Student Teaching Program wherein rich experiences as prelude to actual teaching will be documented.
 - c. The course professor must see to it that students will not miss writing on the journal after each session.
2. Future researches on journal writing and thinking skills may consider the following dimensions:
 - a. Development of thinking skills categories that are Filipino in nature and scope; and
 - b. The categorization or the themes be elicited from the entries and proceed to inter-judge reliability testing.