

The National Competency-Based Teacher Standards (NCBTS) Among the Students of the College of Education

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Abstract

This study describes and compares the National Competency-Based Teacher Standards (NCBTS) level of competence between the graduating and graduates of the College of Education on the basis of the standards set by CHED per CMO #30, s2004 and CMO #52, s2007. Questionnaires were answered by twenty six (26) graduating and forty four (44) graduates; and by all administrators of CED and administrators of private and public schools that hired CED graduates. Results showed that both the graduating and graduates had acquired high level of competences as assessed by the student respondents themselves, teachers, and administrators. Based on NCBTS standards, the graduates demonstrated better performance than the graduating students probably because they had been hired already as teachers and have applied the theories they have learned in their pre-service education.

Keywords: National Competency-Based Teacher Standards (NCBTS),
College of Education

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A school committed to improve student learning needs to have a process for making rational decisions about curriculum and related issues. Improvement can only be done by revising the curriculum through the inputs from the stakeholders of the curriculum.

The Mindanao State University - Iligan Institute of Technology (MSU-IIT) College of Education (CED) is one of the strong HEI's in the region. The curriculum development of CED aims to align teacher education of the CHED-prescribed New Teacher Education Curriculum (NTEC) that is reflective of the National Competency-Based Teacher Standards (NCBTS). The goal is to contribute to the formation of the ideal professional teacher as concretely described in the seven integrated domains of the framework on the teaching- learning process which has been the basis of the instrument used in assessing the competency of the graduating and graduates per the CHED CMO 30, s2004 and CMO 52, s2007.

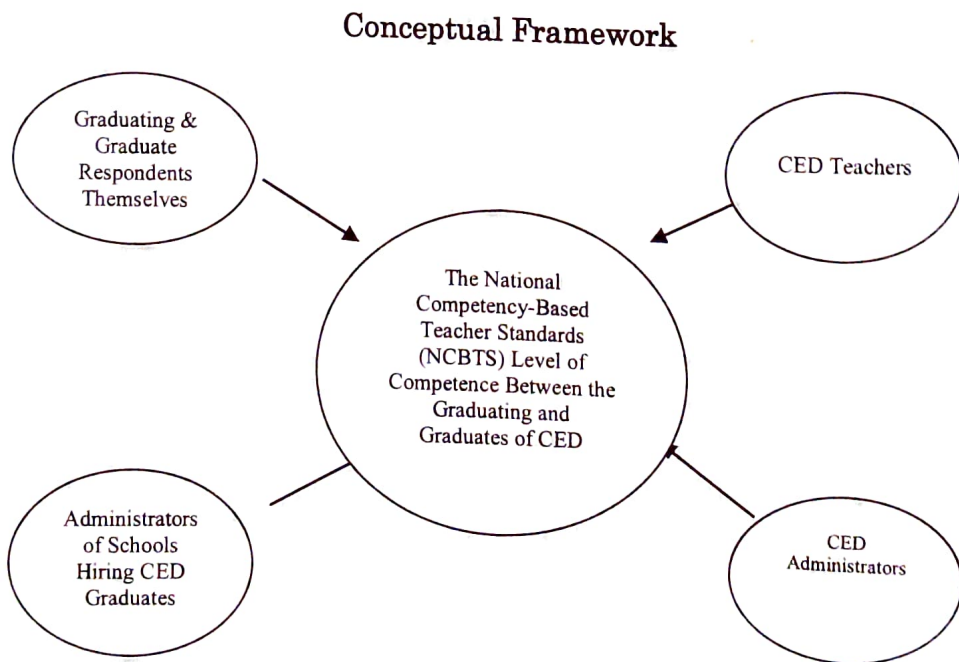


Figure I – Schematic Diagram of the Study

Figure 1 shows the paradigm used in the study. The dependent variable is the NCBTS level of competence between the CED graduating students and graduates. The independent variables are the various respondents' perceived level of competencies between graduating students and graduates of CED.

Statement of the Problem

This study aims to determine the level of competencies of the CED graduating and graduates per CMO 30, s2004 and CMO 52, s2007 in the 2005 CED implemented curricula such as: BSED major in Chemistry, Physics, Biology, General Science, Mathematics, Technology and Livelihood Education and MAPEH; and, BEED major in Science and Health as perceived by the CED Administrators, teachers handling professional and major subjects, graduates, graduating students, and administrators from the various public and private schools that hire graduates from CED in Iligan City. Specifically, this study also aims to answer the following questions: 1. What is the level of competence of the MSU-IIT CED graduates and graduating students per CHED CMO No. 30, s2004 of the New teacher Education Curriculum (NTEC) as assessed by the student respondents themselves, the teachers handling Professional Education and major subjects, CED administrators and the administrators hiring CED graduates. 2. How are the domains in the National Competency-Based Teacher Standards (NCBTS) of the New Teacher Education Curriculum (NTEC) demonstrated by the graduates and graduating students of the College of Education? 3. Is there a significant difference between the CED graduating students' and graduates' perceived NCBTS level of competencies as assessed by the student respondents themselves, the teachers handling Professional Education and major subjects and administrators of CED? And, 4. Based on the findings, what recommendations can be generated for the CED curricula?

Methodology

- ▣ This study employed the descriptive – comparative research. Two sets of questioners were used. One was answered by the teachers

and the other, by the students. All statements in the questioners were taken from the objectives of the NTEC based on CMO #30 s2004 and CMO #52 s2007. Using Gay and Sevilla (1998), the number of actual respondents were determined. Out of the 224 graduating students, forty four (44) were taken and out of the one hundred twenty six (126) graduates, twenty six (26) were included as part of the sample. Also, there was a complete enumeration of all the CED teachers, administrators and hiring administrators who answered the questionnaires as shown in the table below.

Table 1. The Graduate and Graduating Respondents of the Study

Programs	Graduates		Graduating	
	Population N	Sample Size n	Population N	Sample Size n
1. BSED				
Biology	7	2	38	7
Chemistry	20	4	19	4
General Science	23	5	40	8
Mathematics	16	3	26	5
Physics	14	3	19	4
MAPEH	11	2	24	5
TLE	10	2	20	4
Total	101	21	186	37
2. BEED (Science and Health)	25	5	38	7
OVERALL Respondents	126	26	224	44

Results and Discussions

Problem No. 1: What is the level of competence between the MSU-IIT CED graduates and graduating students per CMO No. 30 s2004 of the Teacher Education Curriculum (NTEC) as assessed by self, Professional Education and teachers teaching major subjects, CED administrators and administrators of private and public schools hiring CED graduates?

Table 2. Level of Competence Per CMO 30 s2004 Between the Graduating Students and Graduates of CED As Assessed by Self

Respondents	Graduating	Graduates		Description
BSED/BEED	Weighted Mean	Weighted Mean	Grand Mean	Description
Math	4.53	4.53	4.53	Very High Level of Competence (81- 100% acquired)
General Science	4.56	3.96	4.26	Very High Level of Competence (81- 100% acquired)
MAPEH	4.24	4.32	4.28	Very High Level of Competence (81- 100% acquired)
Biology	4.7	3.96	4.33	Very High Level of Competence (81- 100% acquired)
Physics	4.01	4.52	4.26	Very High Level of Competence (81- 100% acquired)
TLE	4.24	4.23	4.24	Very High Level of Competence (81- 100% acquired)
Chemistry	4.01	3.86	3.94	High Level of Competence (81- 100% acquired)
BEED	4.56	4.32	4.44	Very High Level of Competence (81- 100% acquired)
Overall Mean	4.36	4.21	4.28	Very High Level of Competence (81- 100% acquired)

Table 3. Level of Competence Between CED Graduating Students and Graduates As Assessed by the Professional Education Teachers, CED Administrators and Hiring Administrators

Respondents	Graduating	Graduates		Description
BSED/BEED	Weighted Mean	Weighted Mean	Grand Mean	Description
Professional Education Teachers	4.24	4.2	4.22	Very High Level of Competence (81- 100% acquired)
Administrators (CED)	4.19	4.2	4.20	Very High Level of Competence (81- 100% acquired)
Administrators (Hiring)		4.25	4.25	Very High Level of Competence (81- 100% acquired)
Overall Mean	4.22	4.22	4.22	Very High Level of Competence (81- 100% acquired)

Legend: Range: 1.00-1.80 Very Low Level of Competence (0-20% acquired); 1.81-2.60 Low Level of Competence (21- 40% acquired); 2.61-3.40 Moderate Level of Competence (41- 60% acquired); 3.41-4.20 High Level of competence (61-80%Acquired); 4.21-5.00 Very high level of competence (81-100% Acquired)

Table 2 and 3 present the summary of the level of competence between the graduating students and graduates as assessed by self, professional education teachers, CED administrators, and hiring administrators. It is found out that both the graduates and graduating students in all the programs have a very high level of competence or 81-100% acquired the competencies of the new teacher education curriculum (NTEC), except chemistry which had only a "high" level of competence.

This means that MSU-IIT is producing teachers who have met the standard criteria for characterizing good teaching, competent in helping students learn, one who is responsible for facilitating learning in the variety of learners and learning environment, has an essential link between teachers' knowledge that are meaningful, useful, and effective which help students learn of their learning environment.

Problem No. 2: How are the domains in the National Competency-Based Teacher Standards (NCBTS) of the New Teacher Education Curriculum (NTEC) demonstrated by the graduates and graduating students of the College of Education?

Table 4. Social Regard for Learning (Domain 1) Between CED Graduating Students and Graduates

Respondents	Graduating	Graduates		Description
BSED/BEED	Weighted Mean	Weighted Mean	Grand Mean	Description
Math	4.59	4.25	4.42	Always
General Science	3.44	4.38	3.91	Most of the Time
MAPEH	4	4.5	4.25	Always
Biology	4.07	4.25	4.16	Most of the Time
Physics	4.62	4.25	4.44	Always
TLE	4.07	4.5	4.28	Always
Chemistry	4.62	4.37	4.49	Always
BEED	4.59	4.25	4.42	Always
Overall Mean	4.25	4.34	4.30	Always

Legend: Range: 1.00-1.80 Never; 1.81-2.60 Seldom; 2.61-3.40 Sometimes; 3.41-4.20 Most of the Times; 4.21-5.00 Always

Table 5. Learning Environment Created for Individual Differences (Domain 2) Between CED Graduating Students and Graduates

Respondents	Graduating	Graduates		Description
BSED/BEED	Weighted Mean	Weighted Mean	Grand Mean	Description
Math	4.18	4.85	4.53	Always
General Science	3.62	4.51	4.26	Always
MAPEH	3.86	5	4.28	Always
Biology	3.98	4.51	4.33	Always
Physics	3.67	4.85	4.26	Always
TLE	3.98	4.45	4.24	Always
Chemistry	3.62	4.7	3.94	Most of the Time
BEED	3.86	4.51	4.44	Always
Overall Mean	3.85	4.67	4.26	Always

Legend: Range: 1.00-1.80 Never; 1.81-2.60 Seldom; 2.61-3.40 Sometimes; 3.41-4.20 Most of the Times; 4.21-5.00 Always

Table 6. Facilitating Diverse Types of Learners (Domain 3) Between CED Graduating Students and Graduates

Respondents	Graduating	Graduates		Description
BSED/BEED	Weighted Mean	Weighted Mean	Grand Mean	Description
Math	4	3.87	3.94	Most of the Time
General Science	2.88	4.38	3.63	Most of the Time
MAPEH	3.65	4.75	4.2	Most of the Time
Biology	4.29	4.38	4.34	Always
Physics	4	5	4.5	Always
TLE	3.65	4.5	4.8	Always
Chemistry	4	3.87	3.94	Most of the Time
BEED	4	4.75	4.38	Always
Overall Mean	3.81	4.44	4.12	Most of the Time

Legend: Range: 1.00-1.80 Never; 1.81-2.60 Seldom; 2.61-3.40 Sometimes; 3.41-4.20 Most of the Times; 4.21-5.00 Always

Table 7. Curriculum (Domain 4) Between CED Graduating Students and Graduates

Respondents	Graduating	Graduates		Description
BSED/BEED	Weighted Mean	Weighted Mean	Grand Mean	Description
Math	4.43	4.25	4.34	Always
General Science	3.39	4.30	3.84	Most of the Time
MAPEH	3.93	4.81	4.37	Always
Biology	4	4.12	4.06	Most of the Time
Physics	3.68	4.56	4.12	Most of the Time
TLE	3.93	4.25	4.09	Most of the Time
Chemistry	3.68	4.12	3.9	Most of the Time
BEED	4	4.30	4.15	Most of the Time
Overall Mean	3.88	4.34	4.11	Most of the Time

Legend: Range: 1.00-1.80 Never; 1.81-2.60 Seldom; 2.61-3.40 Sometimes; 3.41-4.20 Most of the Times; 4.21-5.00 Always

Table 8. Planning, Assessing and Reporting (Domain 5) Between CED Graduating Students and Graduates

Respondents	Graduating	Graduates		Description
BSED/BEED	Weighted Mean	Weighted Mean	Grand Mean	Description
Math	3.81	4.63	4.22	Always
General Science	2.97	4.04	3.51	Most of the Time
MAPEH	3.54	4	3.77	Most of the Time
Biology	3.98	4.04	4.01	Most of the Time
Physics	3.36	4.63	3.99	Most of the Time
TLE	3.54	4	3.77	Most of the Time
Chemistry	3.36	3.63	3.5	Most of the Time
BEED	3.98	4.40	4.19	Most of the Time
Overall Mean	3.57	4.17	3.87	Most of the Time

Legend: Range: 1.00-1.80 Never; 1.81-2.60 Seldom; 2.61-3.40 Sometimes; 3.41-4.20 Most of the Times; 4.21-5.00 Always

Table 9. Community Linkages (Domain 6) Between CED Graduating Students and Graduates

Respondents	Graduating	Graduates		Description
BSED/BEED	Weighted Mean	Weighted Mean	Grand Mean	Description
Math	3.9	3.91	3.91	Most of the Time
General Science	2.56	3.97	3.27	Always
MAPEH	3.85	4.5	4.18	Most of the Time
Biology	3.85	3.97	3.91	Most of the Time
Physics	3.5	4.5	4	Most of the Time
TLE	3.85	4	3.93	Most of the Time
Chemistry	3.68	4.5	4.09	Most of the Time
BEED	3.91	4.5	4.21	Always
Overall Mean	3.64	4.23	3.93	Most of the Time

Legend: Range: 1.00-1.80 Never; 1.81-2.60 Seldom; 2.61-3.40 Sometimes; 3.41-4.20 Most of the Times; 4.21-5.00 Always

Table 10. Personal Growth and Professional Development (Domain 7) Between CED Graduating Students and Graduates

Respondents	Graduating	Graduates		Description
BSED/BEED	Weighted Mean	Weighted Mean	Grand Mean	Description
Math	4.33	4.33	4.33	Always
General Science	3.46	4.48	3.97	Most of the Time
MAPEH	4.3	4.33	4.32	Always
Biology	4.47	4.48	4.48	Always
Physics	4	5	4.5	Always
TLE	4.3	4	4.15	Most of the Time
Chemistry	4	4.5	4.25	Always
BEED	3.46	4.5	3.98	Most of the Time
Overall Mean	4.04	4.45	4.25	Always

Legend: Range: 1.00-1.80 Never; 1.81-2.60 Seldom; 2.61-3.40 Sometimes; 3.41-4.20 Most of the Times; 4.21-5.00 Always.

Summary of NCBTS Domains as Demonstrated by Graduates and Graduating Students

Table 4 reveals that the graduates and graduating students “always” demonstrate social regard for learning with a grand mean of 4.30. They also “always” created a learning environment which enables the learners of individual differences engage in the different learning activities in the classroom. Added to this is Table 10 which presents that

the graduates and graduating students “always” value personal and professional development.

Tables 6, 7, 8, and 9 show that the graduating students and graduates “most of the time” facilitate diverse types of learning and display mastery of subject matter which is domain 4 in the curriculum. On domains 5 and 6, which is planning, assessing and providing feedback to students their learning performance and facilitation of community linkages, the respondents only demonstrated “most of the time”.

The results imply that the current practices help students attain the learning goals of the curriculum. The different actions and strategies used as teachers are effective in helping the students learn the desired curriculum objectives. The results tell us that the education students are effective facilitators of student learning, making teaching more effective. Teachers who are aware about what they should be doing; are aware of demonstrating their strengths and in the planning professional development strategies can improve on their weaknesses to become better teachers and assist every teacher to continuously think about improving professionally to become even better as facilitators of student learning.

This implies further that the graduating and graduates of CED have acquired the seven (7) domains of the National Competency-Based Standards for Teachers (NCBTS) as required by CMO # 52, series of 2007.

Problem no. 3: Is there a significant difference on the CED graduating students and graduates’ perceived NCBTS level of competence as assessed by the students respondents themselves, the teachers handling Professional Education and major subjects, administrators of CED?

Table 11. Difference Between the Graduating Students and Graduates Self-Evaluation Using the National Competency-Based Teacher Standards (NCBTS) Domains

Domain	Mean		D	sd	t-test	Interpretation
	Graduating	Graduates				
Domain 1	4.25	4.34	-.09	.49	-0.536	Not Significant
Domain 2	3.85	4.67	-.83	.28	-8.246	Significant
Domain 3	3.81	4.44	-.63	.61	-2.904	Significant
Domain 4	3.88	4.34	-.46	.40	-3.235	Significant
Domain 5	3.57	4.17	-.60	.41	-4.141	Significant
Domain 6	3.64	4.23	-.59	.49	-3.461	Significant
Domain 7	4.04	4.45	-.41	.55	-2.129	Significant

Domain 1, Domain 2, Domain 3, Domain 4, Domain 5, Domain 6, Domain 7 (Df = 7, $\alpha = 0.05$, tabulated value = 1.895)

The table above shows the calculated two-tailed t-test value of the graduating and graduates' perception as rated by themselves on National Competency-Based Teacher Standards (NCBTS) domains. The graduates have a better perception on the learning environment created, in facilitating a diverse types of learners, and curriculum because of their actual experiences in the classroom. In other words, the graduates were able to create an environment that was conducive to learning, adjust their teaching styles and strategies that everyone in the classroom would be able to understand in the simplest explanation as possible through various activities, and the graduates, because of their experience were able to develop a sense of focus in keeping the curriculum simply. And the graduates have better perception on the planning, assessment and report of the students' progress in learning and necessary adjustments made in order to foster effective learning. Another is that the graduates had a better picture of the learning process in creating an opportunity on the impact of the school on the community in that everyone in the community is benefitted. Aside from this, the graduates had a high personal concern for development and continuous professional improvement.

This difference may be attributed to the graduates' exposure to the actual teaching situation because the graduate respondents had been hired and have applied the theories they have learned in their pre-service education as compared to the graduating respondents, and course, the unique way of how the various curriculums were implemented in the College of Education as one of the TEI's in MSU as a chartered university.

While the calculated t-test value for Domain 1 (social regard for learning) was lesser than the tabulated value, thus, is not significant. Meaning, there is no significant difference between the graduates and graduating students' competency level on Domain 1 of their social regard for learning simply because both the graduating students and graduates respondents considered themselves as role models in the classrooms.

As a whole, their teaching experiences had developed the graduates' perception and performance in creating a conducive learning environment, developing teaching strategies for diverse students, demonstrating mastery of the curriculum, and performing effective planning, assessing, and reporting through community linkages, and opening themselves up for professional growth and improvement.

Table 12. Difference of the Level of Competence Between CED Graduating Students and Graduates as Assessed by Self

Difference Between	Mean	D	Sd	t-test	Interpretation
Graduating	4.36	.14	.39	1.03	Not Significant
Graduates	4.21				

0.05 = level of significance
Df = 7

table value = 1.895

Table 1.1 reveals the difference of the level of competencies between the graduating students and graduates as assessed by themselves. It can be seen from the table that the computer t-test value (1.03) is lesser than the tabulated value of 1.895, proving it's insignificance. Meaning there was no significant difference among the level of competence of the respondents as rated by themselves.

The result implied that both the graduating students and the graduates perceived themselves as equally competent in their field of specialization and have acquired the competencies expected of them by CHED.

Table 13. Difference of the Level of Competence Between CED Graduating Students and Graduates as Assessed by Teachers and Administrators

Difference Between	Mean	d	Sd	t-test	Interpretation
Graduating	4.23	.01	.02	0.676	Not Significant
Graduates	4.22				

0.05 = level of significance
Df = 3

table value = 2.353

Table 1.2 revealed the difference of the level of competencies between the graduating students and graduates as rated by the teachers and administrators. It can be seen from the table that the computer t-test value (0.676) is lesser than the tabulated value of 2.353, thus, it not significant. Meaning there was no significant difference on the level of competence of the respondents as rated by the teachers and administrators.

The results implied that the teachers and administrators have the same perception that the CED graduating and graduates have acquired the competency standards set by CHED.

Summary

1. The MSU- IIT CED graduating students and graduates have a VERY HIGH level of competence on the basis of the objectives stipulated in the CHED MO No. 30, S. 2004 of the New Teacher Education Curriculum as assessed by the student respondents themselves, the teachers handling Professional Education and the major subjects, CED administrators and administrators of private and public schools hiring CED graduates.
2. The graduating students and graduates of CED ALWAYS and MOST OF THE TIME demonstrated the National Competency – Based Teachers Standards (NCBTS)

3. The graduates and graduating students of CED differed in the NCBTS level of competence per CMO No. 52, s2007 in Domains 2 to 7. This implies that the graduates have a better competence level than the graduating students because the graduating students have tested only their level of competencies on the basis of their student teaching subjects as compared to the graduates who already working as teachers. However, the respondents did not differ at all in Domain 1.
4. The CED teachers and administrators, and administrators of private and public schools assessed the graduate respondents to have a VERY HIGH level of competence on the NCBTS domains.

Recommendations

Based on the above results the researcher recommends the following:

1. Using the CMO #30 Article IV on Competency Standards should be a policy of MSU-IIT CED to produce globally-competitive graduates by continuing to impart at the highest level to the students the following:
 - 1.1 a basic and higher level literacy, communication, numeracy, critical thinking and learning skills that are needed for higher learning;
 - 1.2 a deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes to their students;
 - 1.3 a deep and principled understanding of how educational processes relate to larger historical, social, cultural, and political processes;
 - 1.4 a meaningful and comprehensive knowledge of the subject matter they will teach;

- 1.5 a wide range of teaching- process skills (including curriculum development, lesson planning, materials development, educational assessment and teaching approaches);
- 1.6 a direct experience in the field/classroom (e.g., classroom observations, teaching assistance and practice teaching);
- 1.7 deep professional and ethical values of the teaching profession;
- 1.8 facilitate learning of diverse types of learners in diverse types of learning environments using a wide range of teaching knowledge and skills;
- 1.9 possess a reflective mind on the relationships among the teaching process skills, the learning processing in the students, the nature of content matter, and the broader social forces encumbering the school and educational processes in order to constantly improve their teaching knowledge, skills and practices;
- 1.10 to be creative and innovative in thinking of alternative teaching approaches and to take informed risks in trying out these approaches, and evaluate the effectiveness of the same in improving student learning; and,
- 1.11 learn to value the need to continue learning in order to better fulfill their mission as teachers.

2. Using the National Competency-Based Teacher Standards (NCBTS), CMO # 32 (Series of 2007), should be a policy of MSU-IIT CED to continue to develop among its students the highest level of competency standards by:
 - 2.1. making them acquire a higher social regard for learning making them as positive role models;
 - 2.2. making them learn how to create a sound and safe learning environment that is fair regardless of differences in gender, ability, religion, socio-economic background, ethnicity, physical and social characteristics in a consistent and orderly social climate in the classrooms;
 - 2.3. facilitate their learning process despite the diversity of learners in terms of learning styles, cultural heritage, socio-economic background and other differences in order to grow and develop learners in various aspects;
 - 2.4. making them master the various subject matter by being clear and accurate about their learning goals, procedures and contents, and making them understand by using well-designed lessons, entrees and procedures that will allow them to engage the different activities efficiently and to select teaching methods, learning activities and instructional materials and resources appropriately;
 - 2.5. making them learn the use of correct planning, assessing and reporting of data; and to plan and revise teaching- learning plans as well as the integration of formative assessment procedures from their planning to their implementation. Hence, they should learn to communicate and give feedback on the use of assessment procedures on learning to learners, parents

- and supervisors regarding students and curriculum goals;
- 2.6 make them learn to go beyond the school and link with the community to help in the attainment of curricular objectives that respond to the values and aspirations of the community and to draw resources and ideas from its members in the teaching-learning activities that support the learning goals; and,
 - 2.7 make them value continuous personal growth and professional development and continuous improvement as a teacher.
3. Drawing from the findings of this study and using the policy statements above, CED should conduct a curricular in-house review that should result in appropriate revisions of the syllabuses to enable the respondents to “always” manifest the standards of the NCBTS.
 4. More studies regarding issues presented in this research by the concerned departments should be done to generate more improvements for the CED Curriculums. The curriculum committee should prepare studies that would measure students’ or the graduates’ level of competencies through the NCBTS and other means like observation and other means of triangulations.

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