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5. The articles may either be written in English or Filipino. All articles written in either languages must be accompanied by an Abstract which is written in English.

6. All contributions must be original.

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CAREER PREFERENCES OF GRADE 12 STUDENTS IN THE 2ND DISTRICT OF CAPIZ, PHILIPPINES

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ABSTRACT

This descriptive research determined the Grade 12 students' career preferences in Capiz, 2nd District, for AY 2017-2018. Specifically, it aimed to identify the respondents' preferred career when they are categorized as to sex, GPA, income, parents' educational attainment and strand. Moreover, it aimed to determine the level of influence of the factors related to career choice and the differences between these variables. Using stratified random sampling, it identified 370 respondents. Frequency, ranking, percentages, mean, SD, t-test for independent samples and one-way ANOVA were utilized. Alpha level was set at 5%. Findings show that students prefer BSHRM, BSED, BS Accountancy, BS in Business Administration and BS in Nursing. Students from ABM prefer commercial field; those from GAS and HUMSS on professional courses; STEM prefer mechanical field while those from TVL are on personnel services. Personal choice matters most. Significant variations exist between these factors and respondents' sex and Grade 11 GPA. However, no significant differences exist when it comes to income and parents' educational attainment. Generally, students go for professional courses as they think these can help elevate their lives. As this early, students know what they want and actually play a major role in decision making. Career choice vary between sexes and grade but not with income and parents' educational attainment. With these, universities may prepare their institution for these students, advertise in-demand and highly paid courses and fix a curricula that fit the latters' varying characteristics. Parents, teachers and guidance counselors may motivate students towards better career opportunities.

Keywords: students' careeer preferences, types of career preferences, career choice, in-demand courses, career opportunities

INTRODUCTION

The process of career selection is very vital to a person as this can create a big impact to his life, to the community and to the country as well. A correct career choice leads to happy and fruitful life but a preference which is in less demand may bring him difficulties specifically in job application and employment. As such, this process needs thorough thinking and analysis.

As the first batch of K-12 students had graduated from high school, they chose from a long list of colleges and universities course offerings as they consider a number of factors like individual characteristics (Braza & Guillo, 2015; Aguado et al, 2015; La, 2009; & Su et al); socio-economic issues (Munyingi, 2012

(Munyingi, 2012 & Malubay et al, 2015); school factors (La, 2009; Aguado et al, 2015; Munyingi, 2012; Su et al, 2016; & Alba, 2010); family factors (Aguado et al, 2015; Su et al, 2016; & La, 2009) and availability to jobs and advancement (Edwards & Quinter, 2011). Significant associations were found between career track and sex, average family income, occupation of the head of the family, school preference and scholastic rating (Pascual, 2014). However, no significant associations existed between the students' career track and mother's occupation, monthly family income and third year average grades (Abarro, 2016).

Meanwhile, findings of Braza & Guillo (2015) revealed that the most preferred academic track of students is Science Technology Engineering Mathematics (STEM). Malubay et al (2015) and Shakya & Singh (2013) asserted that most females preferred tourism and education courses. This group likewise showed interest in medical, mass media, journalism, art and designing. Boys, on the other hand, preferred science and technology, commerce and management courses. In Kogi, secondary female students aspired vocations in law, administration, nursing, medicine and accountancy (Joseph, 2009) while Abarro (2016) found Grade 9 students to have preferred strands on ABM and TVL tracks. Findings of Pascual (2014) and Shakya & Singh (2009) revealed that students preferred scientific field related courses followed by professional and commercial courses. Students, however, least preferred fields related to agriculture.

Whatever career one takes, it is the availability of employment after graduation that makes the long process rewarding. In fact, higher education institutions (HEIs) recognize students' success on the basis of their employment in line with their field of specialization. In the Philippines, however, although a number of graduates are employed, still constituting a big percentage are those unemployed and underemployed. As of April 2016, the unemployment rate is 6.1% or equivalent to 2.6 million individuals. Specifically, 31.2% of the unemployed are high school graduates, 23.1% are college graduates, 6.6% are elementary graduates and 6.2% finished post-secondary courses. Also, four regions had higher unemployment rate than the national figure of 6.1%. Ilocos Region and Calabarzon had the same unemployment rates of 7.5%; National Capital Region had 7.3% and Central Luzon with 7%. As a whole, about 7.4 million persons are underemployed (PSA, 2016). Similarly, in Region VI alone, 6% are unemployed and nearly 22% are underemployed. These confirm the tracer studies conducted by Nobleta & Montefrio (2013) and Medina & Campos (2016). Undeniably, this underemployment and unemployment happen because of job skills mismatch.

Along this line, the Department of Labor and Employment (DOLE) has come up with the list of in-demand courses until 2022. These priority courses are those related to construction, manufacturing, liberal arts courses, tourism and services. Also, as projects in public and private sectors are booming, there will be a big demand for engineering, architecture, accountancy and vocational course graduates. In addition, as manufacturing is performing well, it will need industrial, mechanical, manufacturing and chemical engineers. It will likewise need graduates of sciences, business management, applied math, statistics and entrepreneurship graduates. Similarly, as the service industry is progressing, students may consider taking education (Philstar, 2014).

This study is based on the Theory of Parson (2008) which posits that a person analyses his skills, values, interests and personality and then matches them to the jobs which use these. Also, this is centered on the Rational Choice Theory by Gary Becker (1976) which advances on the determinants of individual choices.   These theories support the present study. As the student analyzes himself as to what career he wants to pursue in college, he takes into consideration his desires, personality and other extraneous factors that may push him in choosing the career.

career he wants to pursue in college, he takes into consideration his desires, personality and other extraneous factors that may push him in choosing the career.

This study is worthwhile as it will benefit the students, the parents, the colleges and universities, the community and the nation as well. Hence, it is deemed necessary to conduct the said study.

STATEMENT OF THE PROBLEM

This study aimed to determine the career preferences of Grade 12 students in the 2nd District of Capiz for AY 2017-2018.

Specifically it aimed to answer the following questions:

1. What are the career preferences of Grade 12 students in the 2nd District of Capiz as an entire group?

2. What are their types of career preferences in general and when they are classified according to their socio-demographic characteristics such as sex, Grade 11 GPA, family income and parents' educational attainment?

3. What are their types of career preferences when they are grouped according to their academic strand/ track as Accountancy, Business & Management (ABM), Humanities and Social Sciences (HUMSS), Science Technology & Mathematics (STEM), General Academic Strand (GAS) and Technical-Vocational (TVL)?

4. Which of the factors had the most influence on students' career choice?

5. Are there significant differences between these factors and students' demographic characteristics?

METHODOLOGY

This study utilized the descriptive method of research. Three hundred seventy (370) Grade 12 student respondents were chosen through stratified random sampling. Since they were minors, they were asked to seek a parent consent before answering the questionnaire. Primarily, this study aimed to identify the career preferences of Grade 12 students in the 2nd District of Capiz as an entire group and when they are categorized as to sex, GPA, monthly family income and parents' educational attainment. Likewise, it aimed to determine their type of course when they are categorized as to their academic strand/track as to ABM, HUMSS, STEM, GAS and TVL. Moreover, it aimed to identify the level of influence of the varying factors leading to career choice. It also determined the differences between these factors and the respondents' characteristics. This study adopted the research questionnaire of Pascual (2014). Data were tabulated and subjected to statistical analysis and interpretation. Frequency, percentages, ranking, mean, t-test for independent samples and one-way Analysis of Variance were the statistical tools used to analyze the data. Alpha was set at 5% level. Lastly, SPSS version 17 was used in the interpretation of data.

FINDINGS

Course Preferences of Grade 12 Students

As an entire group, students prefer (1) BSHRM, (2) BSED, (3) BS Accountancy, (4) BS Administration and (5) BS Nursing. This indicates that in the 2nd District of Capiz alone, most of the graduates and job applicants come from these courses. Relating these with DOLE's in-demand jobs, results indicate that many jobs await for graduates of BSHRM, BSED, BS Accountancy and BS Business Administration courses in 2022. However, as BS Nursing is preferred but is not in the list of in-demand jobs, graduates of this course may find it difficult to be employed in the country by 2022. Figure 1 reveals the result.
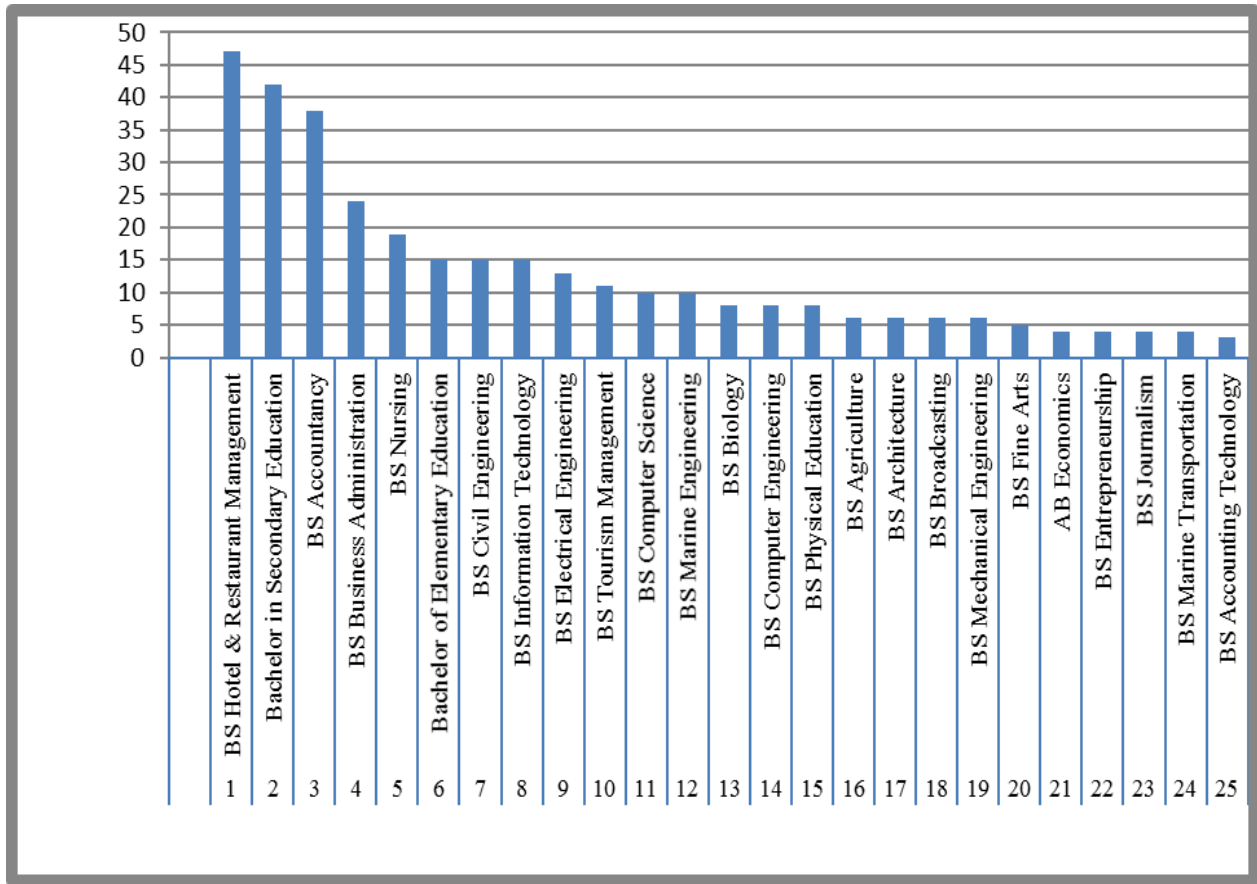
Figure 1. Career Preferences of Grade 12 Students in the 2nd District of Capiz

Respondents' Type of Course Preference

As to type of course, results reveal that students prefer professional than agriculture-related courses. This implies that most of students want to have white-collar jobs. This contradicts that of Pascual (2014) and Shakya & Singh (2009).   Figure 2 explains the result.
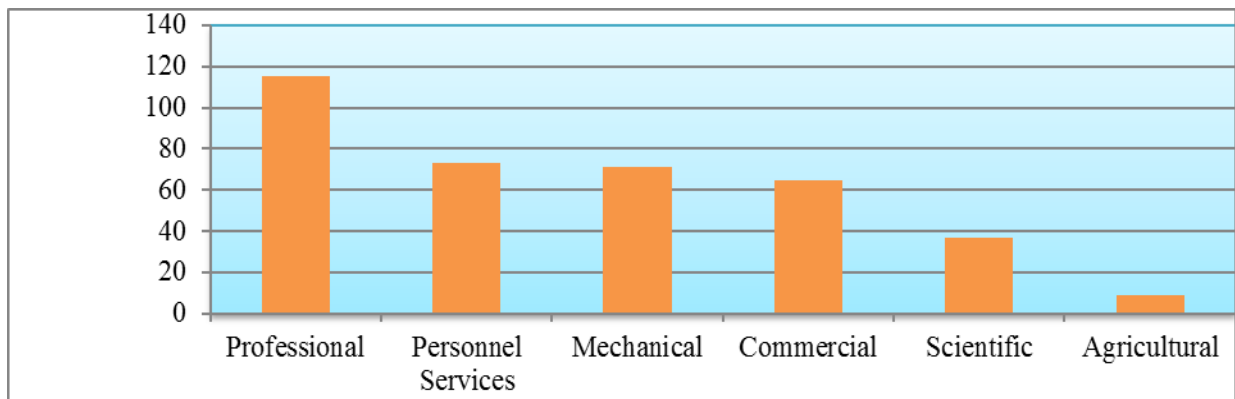
Figure 2. Preference of Students as to Course Type

When respondents were classed as to sex, findings reveal that females prefer professional and personnel services while males prefer mechanical and scientific related courses. Both put the least preference on agricultural-related courses. This indicates that females have different inclination from males, and both sexes may think that agriculture-related courses are difficult in terms of type of work and employment. This conforms that of Joseph (2009), Banes (2009) and Shakya & Singh (2013). The graph in Figure 3 shows the result.
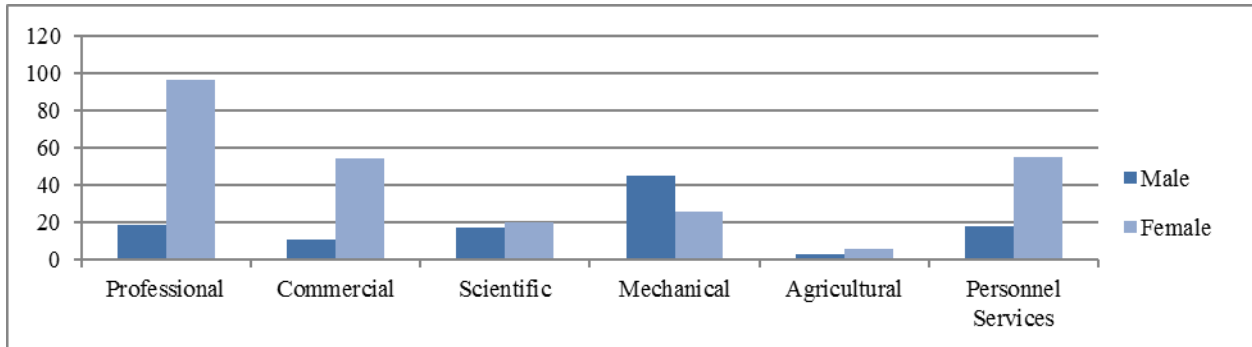
Figure 3. Respondents' course preference when they are categorized as to sex

Meanwhile, findings show that students who have satisfactory (86-90) and fair (81-85) grades favor professional courses followed by personnel services courses. On the contrary, those having excellent (96-100) and very satisfactory (91-95) grades go for mechanical courses. This implies that students equate their academic performance with their career choice. Those who are performing above average are into "harder" courses while those who are below average are into lesser difficult career path. Figure 4 reveals the result.
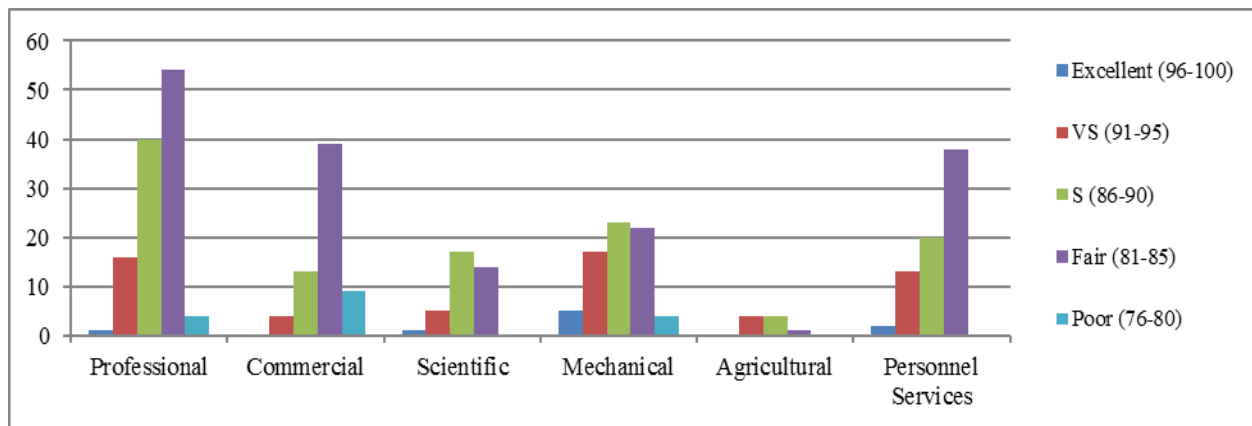
Figure 4. Respondents' course preference when they are categorized as to GPA

In terms of monthly family income, findings show that most of the respondents who are into professional courses, personnel services courses and commercial courses are from very low income family. On the contrary, few from the high-earning group prefer mechanical courses. This result indicates that students analyze the financial capacity of their family in taking a course. Those who are financially capacitated go for courses which they like, they can afford and they think give high-paying jobs. However, those who are less fortunate prefer courses which are less expensive and that can be afforded by their family.
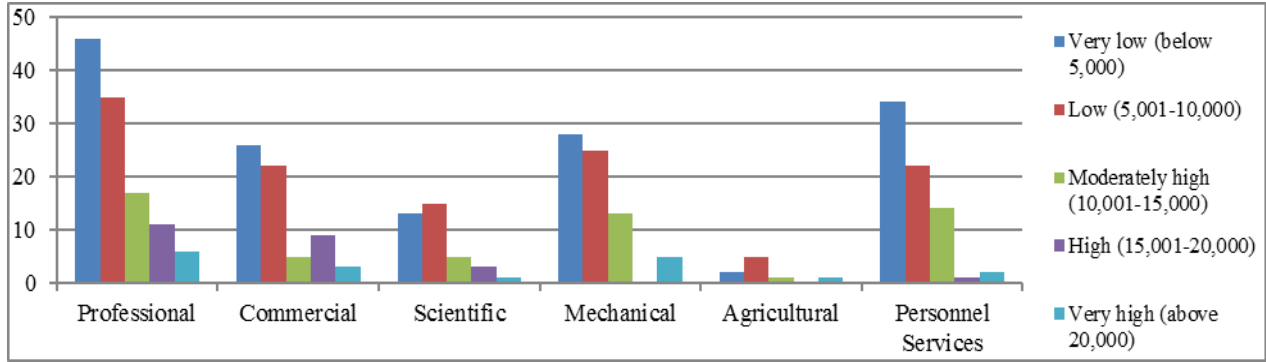
Figure 5. Respondents' course preference when they are categorized as to monthly family income

Furthermore, findings show that majority of the students taking professional courses do have fathers who are either elementary level or graduate and do have mothers who are either secondary level or graduate. This indicates that although their parents were not able to finish a degree, students still aspire and work towards becoming professionals someday. Figure 6 explains the result.

Fathers' Educational Attainment   *Mothers' Educational Attainment*
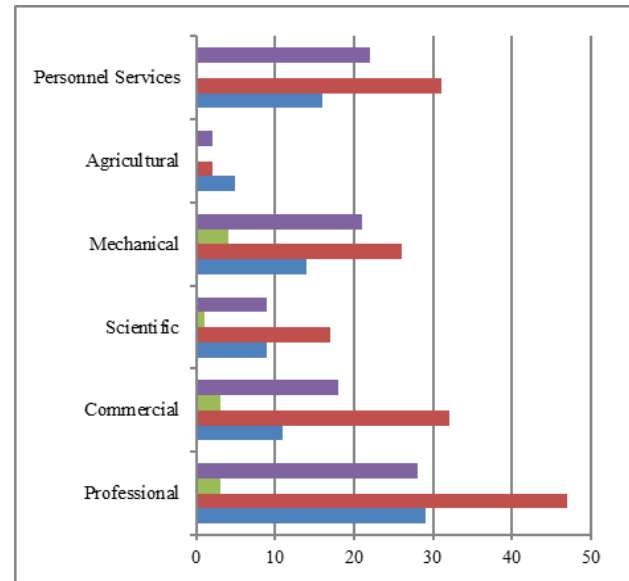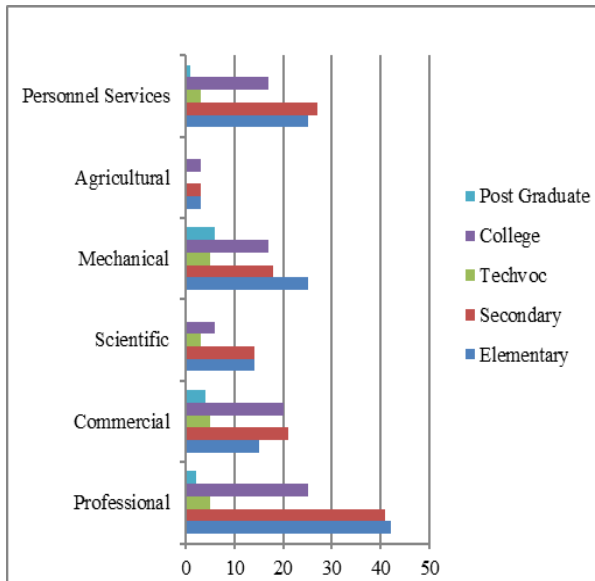
Figure 6. Parents' educational attainment of the respondents

On the other hand, majority (54%) of the respondents are into General Academic Strand (GAS) and wish to enroll professional courses while very few (8 or 2%) are in Science, Technology, Engineering and Mathematics (STEM) when they were classed as to high school strand. This indicates that students have not finally decided yet as to what course to take in college. This contradicts the findings of Abarro (2016) which asserts that students prefer ABM AND Technical-Vocational track. The following graphs show the result.
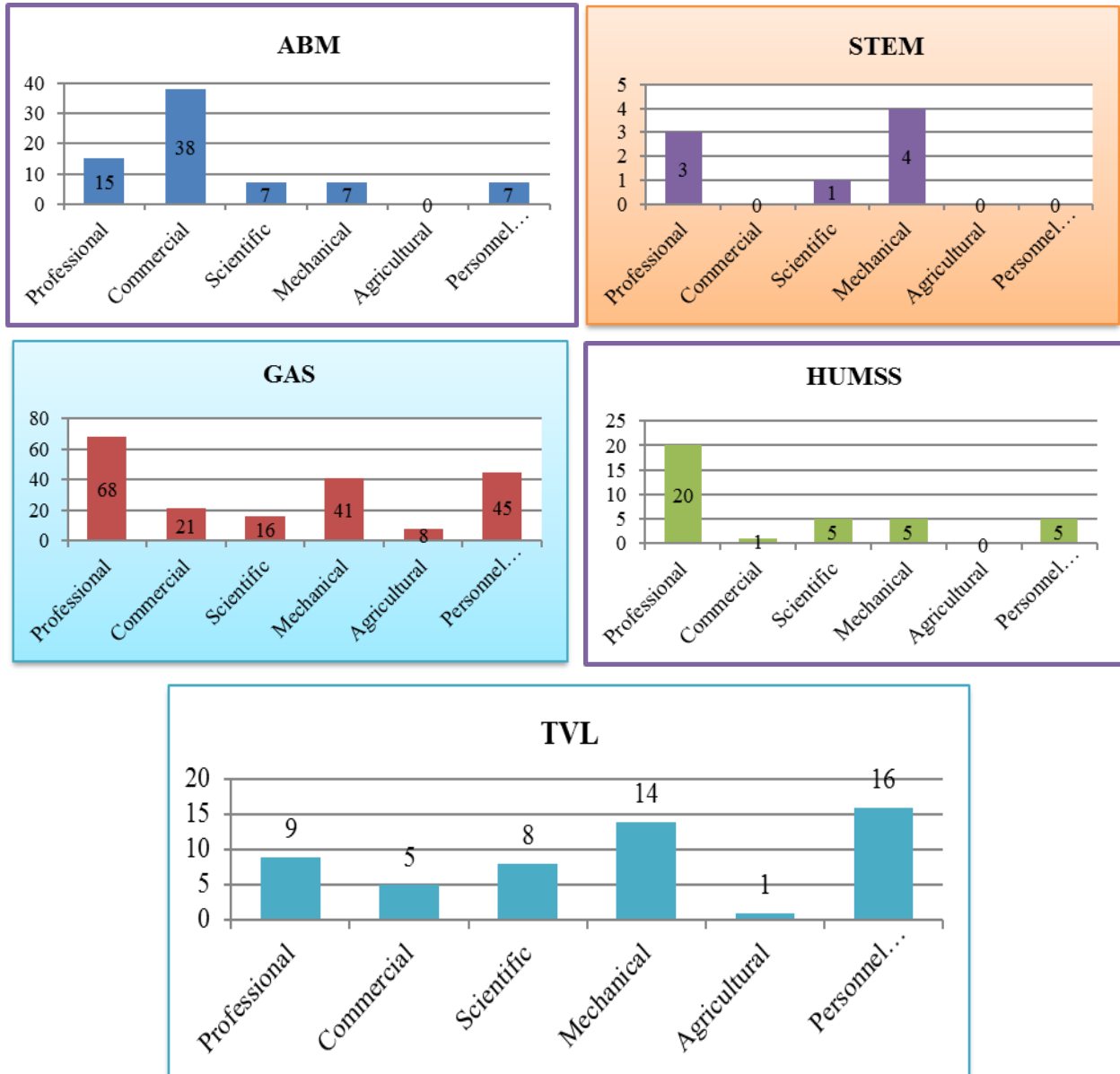
Figure 7. Students' career preference when they are grouped as to academic strand/track as ABM, STEM, GS, HUMSS and TVL

Level of Influence of the Factors to Students' Course Preference

Findings reveal that the respondents' "personal choice" has "Often influenced" their decision in their career preference, (M=4.04). Other factors that often influence them are "work after graduation" (M=4.03), "financial status of the family" (M=3.96), "place of future work" (Mean=3.88) and "in-demand" course (Mean=3.87). On the other hand, those that rarely influence the respondents are the "parents" (Mean=2.61) and "friends" (Mean=2.60). This implies that it is the student who primarily decides for what course to take in college. The table below explains the result.

Table 1. Factors that influence students' career choice

Statements	Mean	Verbal Interpretation	Rank
I consider my course choice to be an in-demand course.	3.87	Often influenced	5
I consider the financial status of my family in choosing my course.	3.96	Often influenced	3
I consider the place of my future work in choosing my course.	3.88	Often influenced	4
I consider the work I will get after finishing my degree in choosing a course.	4.03	Often influenced	2
My choice of school affects my choice of course.	3.58	Often influenced	7
The availability of job in the future affects my choice of course.	3.8	Often influenced	6
My preferred course is my "childhood dream" work.	3.32	Sometimes Influenced	10
My course preference is connected to my favorite subject.	3.54	Often influenced	9
My preference of course is my personal choice.	4.04	Often influenced	1
My preference of course is a reflection of my talent.	3.57	Often influenced	8
My friend's preference of course affects my decision in choosing a course.	2.6	Rarely influenced	14
My friend's choice of school affects my decision in choosing a course.	2.51	Rarely influenced	15
My parents are the ones choosing my course.	2.61	Rarely influenced	13
Our family business is a factor in my choice of course in college.	2.79	Sometimes influenced	12
The dominant profession in my family is also my preferred course.	2.89	Sometimes influenced	11

t-test Differences in the students' career preferences

There is a significant difference in the students' career preferences when they were classified according to sex, (M=2.85; SD=1.95), in favor of females. This means that females have different career preferences from males. This is probably because they have varying nature as adolescents. They have varied likes, aspirations and interests. This result conforms that of Banes (2009) and Su et al (2016). The table below shows the result.

Table 2. t-test Differences in students' career preference

* Significant at 5% level

Category	Mean	SD	t-value	df	Sig. (2-tailed)
Sex					
Male	3.5	1.58	3.18	368	
Female	2.83	1.95	3.46	261.93	0.001*

ANOVA Differences in the course preferences of students classified as to Grade 11 GPA, monthly family income and parents' educational attainment

Findings indicate that there is a significant difference in the students' career choice when they are categorized according to Grade 11 GPA. This means that GPA affects students' career choice. Those who have high grades have different choices from those having the average or below average GPA. On the other hand, no significant variations exist between course preference and respondents' estimated monthly family income and parents' educational attainment. This implies that income and parents' educational attainment do not matter in the students' career choice. Regardless of income and parents' educational attainment, their career preference is still the same. The result is explained in Table 3.

Table 3. ANOVA Differences in the students' career preference classed as to GPA, monthly family income and parents' educational attainment

* Significant at 5% level

Category	Sum of Squares	df	Mean Square	F	Sig.
Grade 11 GPA					
Between Groups	26.31	5	5.26	7.3	0*
Within Groups	262.46	364	0.72		
Total	288.77	369			
Monthly Family Income					
Between Groups	3.88	5	0.78	0.62	0.69
Within Groups	457.95	364	1.26		
Total	461.83	369			
Fathers' Educational Attainment					
Between Groups	14.91	5	2.98	1.92	0.09
Within Groups	565.19	364	1.55		
Total	580.1	369			
Mothers' Educational Attainment					
Between Groups	7.44	5	1.49	0.95	0.45
Within Groups	573.05	364	1.57		
Total	580.49	369			

CONCLUSIONS

From the findings of the study, the following conclusions are drawn:

1. Students' preference on Bachelor of Science in Hotel & Restaurant Management (BSHRM), Bachelor of Secondary Education (BSED), Bachelor of Science in Accountancy and BS in Business Administration and BS in Nursing indicates that in the 2nd District of Capiz, students are inclined to these courses in

tion and BS in Nursing indicates that in the 2nd District of Capiz, students are inclined to these courses in college.

2. Respondents' preference on professional courses implies that they think that these courses can help them elevate their lives in the future.

3. Students' career preferences with reference to their academic strand reveals that at that point in time the study was conducted, they have already decided their career path.

4. Students themselves play a major role in their career decision-making.

5. Students' differences in career choice when classed as to sex and GPA indicates that career choice vary with sex and grades. On the contrary, income and parents' educational attainment do not influence the students in making career choices.

RECOMMENDATIONS

Based on the conclusions of the study, the following are the recommendations:

1. Colleges and universities that offer the preferred courses of students may prepare their facilities, faculty and equipment to cater these number of students who will be flocking in their institution.

2. Universities may advertise other in-demand and highly paid courses so as to attract enrollees.

3. Parents and teachers may motivate students, at an early stage of education, on other better career opportunities.

4. Guidance counselors may conduct intensive career campaign to help students realize their career path. Colleges and universities may prepare a curricula responsive to the varying characteristics of these incoming college freshmen.

6. Other researchers may conduct similar researches to verify the result of this study.

ACKNOWLEDGMENT

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MENTAL HEALTH AND RESILIENCE OF CHILDREN OF INCARCERATED PARENTS WITH LOW QUALITY OF LIFE: BASIS FOR A REMEDIATION PROGRAM

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ABSTRACT

Children of incarcerated parents are exposed to multiple risk factors affecting their mental health. A number of them exhibited low resilience leading to higher risk for mental health problems. This study investigated the mental health needs and level of resilience of children of incarcerated parents (CIPs) with low quality of life to devise a remediation program to strengthen their mental health. Utilizing exploratory sequential mixed methods, the researcher gathered evidences from 63 children of incarcerated parents from the second district of La Union. Survey and in-depth interview were employed to gather data. Findings indicated that children of incarcerated parents are more likely to experience mental health problems due to multiple and complex needs. Children's personality traits, their family and the wider community emerged as common factors that contributed to children's mental health needs and low resilience. This research suggests a remediation program highlighting the importance of strengthening mental health and resilience among children of incarcerated parents in their personal, familial and community level.

Keywords: mental health, resilience, remediation program, quality of life, mental health needs

INTRODUCTION

Worldwide, the number of parents being incarcerated has steadily increased leaving their children, overlooked victims of the event. Children of incarcerated parents are exposed to multiple and complex needs such as family discords, financial difficulties and stigmatization leading to higher risk for mental health problems.

Mental health includes the psychological, social, environment and physical well-being affecting how individuals think, feel, and act and helps determine how they handle stress, relate to others, and make choices (Nordqvist, C., 2017). The relationship between parents and children is one of the most fundamental factors in the development of healthy mental well-being among children. But when faced with parental incarceration, children are met with multiple risk factors for mental health problems. Their lives are disrupted and are met with challenging and life-changing experiences which are accompanied by significant disadvantages and complex needs. The home environment dramatically changes, finances become unstable, living arrangements changes and stresses become complicated because of the stigma associated with parental incarceration.

Children react in different ways to their experiences following parental incarceration. Some have high resilience that they flourished despite their risk status. Other children have low resilience that they suffer developmental disruptions and delays. Resilience, as an interactive concept, is concerned with the combination of serious risk experiences and a relatively positive psychological outcome despite those experiences (Rutter, 2006). Resiliency "combines the interaction of two conditions: risk factor – stressful life events conditions that increase the vulnerability of children – and the presence of resilience factors that buffer, moderate and protect against vulnerabilities.

stressful life events conditions that increase the vulnerability of children – and the presence of resilience factors that buffer, moderate and protect against vulnerabilities.

The focus of this research was on children with low mental health and low resilience. With the adverse effects of parental incarceration, many disadvantaged children were not able to cope up and succumb to oppressive conditions. Despite this, children were not given proper attention. Caregivers and school authorities were at a loss in handling and addressing the needs of this vulnerable population. Government agencies have no obvious funds allocated for the development of services or intervention programs. Non-government agencies were found to have no known services for the "unseen victims" of the prison boom.   The deficiency in knowledge, the paucity of research attention and the lack of attention for the welfare of the children provided the impetus for this research.

OBJECTIVES

The main objective of the study is to investigate CIP's mental health needs and level of resilience and assess the values of these concepts in planning a remediation program. Specifically, it aimed to:
1. Identify the mental health needs of children of incarcerated parents with low quality of life.
2. Explore the resilience level of children of incarcerated parents.
3. Generate a remediation program based on the needs and resilience of children of incarcerated parents.

METHODOLOGY

Research Design. This research utilized exploratory sequential mixed methods in order to broadly explore and understand the influence of parental incarceration on mental health and resilience of CIPs. It involved quantitative method (survey) to determine the mental health needs and level of resilience of CIPs; and qualitative method (in-depth interview) to explore deeper CIP's experiences on parental incarceration and its influence on mental health needs and level of resilience.

Respondents and Setting of the Study. Data were collected from sixty-three (63) children whose parents are incarcerated at the Bureau of Jail Management and Penology (BJMP) at the second district of La Union comprising of nine (9) municipalities. With the nature of the study, the respondents were chosen through purposive sampling. Conditions set were those children who have (a) communication with their incarcerated parents, (b) currently attending school and with ages ranging from (c) 13 to 18 years old.

Ethical Considerations. Permissions and approvals were obtained from jail wardens at the Bureau of Jail Management and Penology, from incarcerated parents and from caregivers. The nature of the research was explained to the children in language they could understand. Subsequently, informed parental consent was obtained from the caregivers and informed assent from the participants. Adequate information on the goal of the study, the procedures that would be followed during the course of the study, the possible advantages, disadvantages and dangers to which respondents might be exposed, as well as the credibility of the researcher were competently explained. Individual results of this study remained absolutely confidential and anonymous. No costs were incurred by the participants.

Research Instruments. In the quantitative phase, two survey questionnaires were used for determining the mental health needs and level of resilience of the respondents. The World Health Organization Quality of Life (WHOQOL) measures the mental health needs of CIPs in the following domains: Psychological, Social, Environment and Physical. The Resiliency Scale for Filipino Youth (RSFY) measures the resilience level of CIPs in the following factors: Self-efficacy, Hope and Optimism, Cognitive Emotion Regulation, and Future Orientation. In the qualitative phase, a semi-structured interview guide was developed based on the domains and factors of the survey instruments to answer the research questions. Interview was conducted among a) children who fell below the moderate range of the WHO-Quality of Life (WHOQOL) questionnaire and b) children who fell below the moderate range of the Resiliency

lation, and Future Orientation. In the qualitative phase, a semi-structured interview guide was developed based on the domains and factors of the survey instruments to answer the research questions. Interview was conducted among a) children who fell below the moderate range of the WHO-Quality of Life (WHOQOL) questionnaire and b) children who fell below the moderate range of the Resiliency Scale for Filipino Youth (RSFY) questionnaire. The identified mental health needs and level of resilience were the bases for planning a remediation program.

   Data Analysis. In the quantitative phase, data were treated using the descriptive statistics frequency and percentage to present participant's demographic characteristics, prevalence of mental health needs and the level of resilience. In analyzing the qualitative data, a broad thematic analysis based on the coding framework was employed. Data were organized according to the predetermined categories (QoL domains and Resilience factors). Codes were then assigned and reviewed, identifying recurring patterns and themes. The themes were presented in a cohesive manner considering the purpose of the study. Further, the researcher employed the deductive approach wherein the data were analyzed based on a structure that is predetermined. In this case, the questions, categorized as to the QOL domains and Resilience factors, were used as a guide in analyzing the data.

FINDINGS

Survey Results

A. Mental Health Needs of Children of Incarcerated Parents. Table 1 shows the mental health needs of 63 children of incarcerated parents. On average, children were found to be moderately satisfied with their quality of life (QoL). Focusing on children who are dissatisfied with their QoL, descriptive statistics demonstrate 28% scored low in the Social domain, 17% in the Environment domain; 11% in the Physical domain and 16% in the Psychological domain.

Table 1. Mental Health Needs of CIPs

It is evident that the prevalent mental health need of children is found in the social domain. This denotes the likelihood of displaying mental health problems in establishing interpersonal relationships.

	Psychological		Social		Environment		Physical	
	n	%	N	%	n	%	n	%
Dissatisfied	10	16%	18	**28%**	11	17%	7	11%
Moderately dissatisfied	35	56%	15	24%	28	44%	32	51%
Satisfied	18	29%	30	48%	24	38%	24	38%
N = 63								

Parental incarceration disrupts relationship and brings irreparable damage to the family (Miller, 2006). The effect on children resonates with their connections in the surroundings and causes a general sense of insecurity and "may place them at a heightened risk of bullying and peer victimization" (Uchida, Swatt, & Solomo, 2012). Children tend to withdraw from social contacts for fear of having their situation being known to others or having done so, may fear of losing or being rejected by their friends or getting bullied, labelled and ostracized (Braman, 2004; EUROCHIPS, 2006).

B. Resilience of Children of Incarcerated Parents. Table 2 demonstrates the level of resilience of children of incarcerated parents with low quality of life based on the resilience factors. Out of the 63 spondents, only those with low quality of life were included in analyzing their resilience level. Ten respondents out of the 63 have low QOL-psychological; 18 respondents out of 63 have low QOL-social;

respondents, only those with low quality of life were included in analyzing their resilience level. Ten respondents out of the 63 have low QOL-psychological; 18 respondents out of 63 have low QOL-social; 11 respondents out of the 63 respondents have low QOL-environment; and 7 respondents out of 63 have low QOL-physical.

Table 2. Resilience of Children of Incarcerated Parents
Most of the CIPs with low QOL-physical and low QOL-environment were found to have low

Factors	Self-Efficacy				Hope and Optimism				Future Orientation				Cognitive-Emotion Regulation			
	High		Low		High		Low		High		Low		High		Low	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	F	%
Psychological (n=10)	7	70%	3	30%	8	80%	2	20%	8	80%	2	20%	5	50%	5	50%
Social (n=18)	9	50%	9	50%	15	83%	3	17%	17	94%	1	6%	9	50%	9	50%
Environment (n=11)	4	36%	7	**64%**	9	60%	6	40%	2	80%	3	20%	4	27%	7	**64%**
Physical (n=7)	3	42%	4	**57%**	9	69%	4	31%	1	85%	2	15%	2	28%	5	**71%**

resilience in self-efficacy and cognitive-emotion regulation.

Low Self-efficacy and low QOL-Physical. Majority of CIPs with low QOL-physical have low self-efficacy. It appears that CIPs tend to neglect caring for their bodies because they dwell more on their deficiencies, on the obstacles, and its negative outcomes instead of concentrating on how to successfully face their situation (RSFY Manual, 2018). CIPs can be especially vulnerable because of their immaturity and dependence having insufficient skills and experiences to master the physical challenges.

Low Self-efficacy and Low QOL-Environment. Test results show that majority of the CIPs with low QOL -Environment have low Self-efficacy. This denotes that children tend to slacken their efforts and give up quickly instead of approaching any environmental difficulties as 'challenges to be mastered, rather than as threats to be avoided' (Bandura, 1994). They tend not to exert sufficient effort because they view it as deficient aptitude, hence "it does not require much failure for them to lose faith in their capabilities" (RSFY Manual, 2018).

Low Cognitive-Emotion Regulation and Low QOL-Physical. Table 2 shows that 54% of the children with low QoL-Physical have low Cognitive-emotion regulation. This may imply that children are affected in their physical condition because they tend "not to effectively manage or control the negative emotions with their cognition" (RSFY Manual, 2018). The anxiety and stress for their inability to access basic health services could be overwhelming that they "cannot refocus their thoughts into planning something positive to alleviate their situation" (RSFY Manual, 2018).

Low Resilience-Cognitive-Emotion Regulation and Low QOL-Environment. Table 2 shows that majority of the children with low QOL in the environment have low Cognitive-emotion regulation. This result may imply that CIPs are affected in their environment because of their tendency to "lose their strong sense of personal mastery or their ability to manage the intensity of the stress that accompanies it" (RSFY Manual, 2018). Parental incarceration strains family relationships and financial environment which have higher possibilities of contributing to the development of emotional and behavioral problems in children (Murray, 2012; Davis, 2017). The negative emotions attributed to the insufficient finances and family instability could be overwhelming to the children which led to their inability to reframe their situations positively and to take the necessary steps in handling their situation.

in children (Murray, 2012; Davis, 2017). The negative emotions attributed to the insufficient finances and family instability could be overwhelming to the children which led to their inability to reframe their situations positively and to take the necessary steps in handling their situation.

Findings from In-depth Interviews
A. Description of Mental Health Needs of CIPs with Low Quality of Life. Table 3 provides an overview of the description of CIP's mental health needs with the emerging themes, patterns and corresponding categories based on the quality of life domains. They were described in the following section.

Table 3. Overview of the Description of CIP's Mental Health Needs

Category	Theme	Patterns	f
Psychological	Self-Esteem	**Emotional Responses**	
		Shame and Embarrassment	7
		Loss and Sadness	6
		Fear	3
		Worry	2
		Confusion	2
		Behavioral Responses	
		Isolation	2
		Aggression	2
		Withdrawal	2
	Family Relationship	Disrupted attachment	4
		Loss of family support	3
	Academic Concerns	Lack of family support	4
		Behavior problems	2
Social	Family Support	Strained relationships	4
	Social Support	Lack of peer support	3
		Lack of school support	2
Environment	Home Environment	Stressful home	4
	Financial Environment	Material hardship	4
		Disrupted household routine	8
Physical	Health Care	Family negligence	3
		Self-negligence	8

Psychological Need
Theme 1. Self-esteem. CIP's need for self-esteem is manifested in their emotional responses and behavioral responses. Shame and embarrassment were the most common emotional responses described by the children which were attributed to the stigma they received from peers. They fear of being bullied and of peer rejection once their situation is exposed. Their worry is more on the parent's situation in prison. Children's behavioral response to parental incarceration also vary. They usually react with isolation, aggression through anger and defiance, and withdrawal through not going back to school. Feeling of low self-esteem is one of the most destructive and debilitating emotion children can feel and occurs when they feel bad about themselves in comparison to their standards for themselves as well as those of society (Lewis, 1992). This risks may lead to a broader range of mental health disorders such as depression, suicidal tendencies and anxiety.

Theme 2: Family relationship. Majority of the children revealed that their once secured relationship with their parents was disrupted by parental incarceration. Two children described their feelings of loss similar to grieving, however, they cannot put their grieving into closure because they knew their parents are still alive in prison. Children detached from their incarcerated parents have higher tendencies of developing anxiety disorders, have higher levels of depression, aggression and maladaptive behaviors (Ford, 2015). Children's insecure attachment may disrupt children's psychological development because it is at this stage that "dependable, accepting and intimate contact with their parents are required" (Bowlby, 1980). CIPs also long for a stable family relationship. Two children moved to their maternal grandparent's house together with the extended family which they described as uncomfortable. Another two children felt helpless because their provider was no longer available. Children's feeling of helplessness may result to anxiety and depression especially if their trust and dependence are solely on the incarcerated parent. Relatives are willing to support but may not be the suitable caregivers since the "immediate family has been found to be the most immediate care-giving environment with the greatest impact on the development of resilience in children" (Brooks, 2006).

Theme 3: Academic Concerns. Parental incarceration affected CIP's performance in school which was attributed to the lack of family support and CIP's own problem behavior. Four children admitted they were lagging behind because they do not receive any motivation from their family. The family is supposed to be the immediate caregiver but most often caregivers were also stressed and preoccupied with lots of things to meet the family's other basic needs, hence, motivating and assisting the children with their studies would be an added burden to them. It would be difficult for caregivers to motivate the children to understand their situation if they themselves are distressed. Their ability to motivate the children understand negative events is critical in the children's process of adjustment. The process of interpreting the negative experiences is characterized by a dynamic interaction whereby the children looks to the reaction of immediate caregivers as a means of interpreting the threat (Ainsworth et al., 1978). CIP's poor academic performance is also accounted to their own behavior problems. Two boys were reported showing defiance, refusing to follow directions, and getting into conflicts with classmates and teachers. CIP's tendency to negatively interpret situations as threatening is what drove them to react aggressively (Bettencourt & Miller, 1996). Work by Philbrick (2002) found that children suffering from stigma, confusion, and anger often regressing in behavior or falling behind with their school attendance and school work.

   Social Needs
Theme 1: Family stability. Table 3 demonstrates children's social needs which is attributed to the strained relationship in the family. An unstable family relationship along with the stresses that go with it can have deep and lasting influence on children's social development as well as a profound influence in the development of a secure emotional attachment. Children disclosed a longing for a family member whom they can trust and ventilate their feelings with. They long for attention and care from family members but they too were crippled by the influence of incarceration. Poehlman, et al. (2005) found that where caregivers were less responsive to the children in their charge, children exhibited internalizing and externalizing problems which may lead to further damage to their emotions and relationship. A warm family relationship is associated with both emotional and behavioral resilience (Bowles, et al., 2010) which helps children relieve their loneliness, reduce their sense of social isolation, and foster communication.
Theme 2. Social Support. The effect of parental incarceration on children resonates with their connections in their surroundings. Children revealed that stigma hindered them from mingling with peers because of shame and embarrassment and of feeling rejected and judged by a crime they did not commit. Girls exhibited internalizing behavior through isolation and boys displayed externalizing behavior such as bullying and anti-social behavior. Some CIPs claimed their teachers will just ask questions but offer no advises. This implies that teachers are not trained to handle such vulnerable group. Hence CIPs tried to cope with the situation by adapting negative coping strategies making them potential candidates for suspension and eventually to academic failure. CIPs longed for respect from their peers because it boosts their resilience in the face of difficulties (Murray, 2012).

to cope with the situation by adapting negative coping strategies making them potential candidates for suspension and eventually to academic failure. CIPs longed for respect from their peers because it boosts their resilience in the face of difficulties (Murray, 2012).

Environment Needs
Theme 1. Home environment. CIPs described their home as stressful due to the fact that other members of the family were affected as well by parental incarceration and that they themselves experienced extreme stress. Two children, whose parents were involved with drugs described their homes as better off with their parents in prison because their presence at home threatens their safety. The thought of their father coming back home created stress to the children. Similarly, it was distressing for a 13-year old boy to see his father again because it will remind him of the physical abuse and domestic violence he suffered in the hands of his alcoholic father prior to incarceration. A stressful home environment deprived the children to be equipped with the tools necessary to develop into balanced and confident people. Children are still dependent on their parents at this stage and require a "secure attachment from them to promote positive child development and behavior" (Bowlby, 1980). A positive home environment sets the tone for good relationships children will have in their life. What they learned in the environment is what they will accept as their own.

Theme 2. Financial environment. The loss of the family's major wage earner leads to material hardship and disrupted household routines. CIPs revealed their everyday struggle for their financial expenses in the school and in every prison visits. Household routine is also affected as family members were forced to move from a rented house to a relative's house where they have to learn to live with them by doing house chores. Finances are a major issue in the children's environment. Families who are hard up financially may end up creating an unstable environment for the children. According to Hauser et al. (2007), enduring economic hardships can negatively influence a child's development, and can lower cognitive ability and raise behavioral problems (Whitaker et al 2006). Given the financial and adjustment stressors they face, children may not be able to receive the nurturance, care and guidance provided by the caregivers.

Physical Need
Theme 1. Health Care. Children's health conditions were also affected due to caregiver's negligence and CIP's self-negligence. Children disclosed that their parents tend to neglect their physical needs because they themselves are experiencing extreme stress especially in meeting the family's other basic needs. Their financial decline also restricted them of having an easy access to basic health services. According to Turney (2014), most of the physical health issues among children with incarcerated parents are the product of the lack of proper support and care from the parents. Children, at the same time, tend to neglect to care for their own body. Following incarceration, CIPs revealed of not taking a bath, of drinking alcohol, of being unproductive, of losing interest in school activities, of eating too much, and getting addicted to internet. Their self-neglect behavior arises due to their tendency to depression which causes them to lose their will to act to improve their situation. Parental incarceration diminishes children's capacity or ability to perform essential self-care tasks. According to Payne and Gainey (2005), entailing situations caused the children to fail in providing care for themselves in such a way that their health or physical well-being may decline precipituously. Over time, if not given proper attention, continued strain in the body may contribute to serious health problems, such as heart disease, high blood pressure, diabetes, and other illnesses, as well as mental disorders like depression or anxiety (www.nimh.nih.gov).

B. Description of CIP's Resilience in Relation to its Factors. Table 4 provides an overview of CIPs resilience with the emerging themes, patterns and corresponding categories in relation to its factors.

Table 4. CIP's Resilience in Relation to its Factors

Category	Theme	Patterns	f
Self- Efficacy	Adaptation to the Situation	Poor perception	4
		Stigmatization	3
		Parental Abuse	3
	Lack of support	Unsupportive family	6
		Negative Peer Influence	2
Hope and Optimism	Lost hope	Length of parental incarceration	5
		Gravity of the crime committed	3
Cognitive Emotion Regulation	Denial	Inability to accept situation	6
Future Orientation	No goal	Lost Purpose	3
		Financial Hardship	2

Self-Efficacy
Theme 1. Adaptation to the situation. CIP's difficulty adapting to their situation is accounted to their poor perspective, extreme stigmatization and parental abuse. Majority of the children had poor perspective of the situation because they had lost their belief on their abilities and were not able to develop skills in regaining control over their situation. CIPs had lost their personal judgment of "how well they can execute courses of action required to deal with prospective situations" (Bandura, 1982). Extreme stigmatization also caused children to show a brave face which is different from their feelings in order not to be treated differently or to be bullied. In addition, the trauma of parental abuse affects children's self-efficacy. CIPs also revealed experiences of abuses in the family. Abuse, in whatever form, when experienced by children can hinder normal social growth and be a cause of many different psychosocial problems (Maltz, 2002).
Theme 2. Lack of Support. Majority of the children revealed their low self-efficacy is attributed to the lack of family and peer support. Caregivers seemed to care less for the children's welfare because they themselves are greatly affected by extreme stress brought about by the incarceration of a family member. A supportive family is critical in understanding how children thrive in the face of adversity and plays a vital role in promoting self-efficacy. Similarly, their low self-efficacy is accounted to the wrong choice of friends. CIPs tend to seek compatible company elsewhere where they feel they belong usually with similarly aggressive behavior.

  Hope and Optimism
Theme 1. Lost Hope. CIPs lost their hope and optimism of being reunited with their incarcerated parents due to the long period of incarceration and the severity of the crime committed by the parents. Children get tired of "uncertainty" having no idea or control over how long their parents will serve in prison. Loss of hope and optimism is associated with anxiety, depression, sleep disorders, hostility, high blood pressure, heart disease, and lifestyle or behavior choices that can be damaging to overall health and well-being. (https://www.psychologytoday.com/intl/basics/pessimism).

  Cognitive Emotion Regulation
Theme 1. Denial. CIPs tend to deny or give misinformations because of their inability to accept their situation. Most of the children whose parents were involved with drugs denied their parent's involvement. They tend to believe their parents were innocent and just victims of other's wrongdoing although evidence shows otherwise. One girl misinformed her peers/classmates stating that her mother was working far away. Inability to accept their situation could result to ineffective management and control of the tensity of their emotions. They were overwhelmed by these feelings that the likelihood of not taking steps to alleviate their situation is bleak.

intensity of their emotions. They were overwhelmed by these feelings that the likelihood of not taking steps to alleviate their situation is bleak.

Future Orientation

Theme 1. No clear goals. CIP's low future orientation is attributed to their lost purpose in life and financial hardship. Children revealed that they are no longer motivated to engage in behaviors that move them towards attaining their goals and have lost sight about what they hope for in the future because the famiy from whom they drew strength and inspiration is no longer complete. Moreover, with the family's financial hardship, CIPs mentioned of losing their will and ability to plan ahead. Hardship results in food and material insufficiency, behavioral problems (Whitaker et al 2006) and overt criminal activity such as involvement in drugs, robbery, gang activity, and violence. The family plays a vital role in shaping the future of the children. Their future orientation is best developed if CIPs feel well connected to family that can provide a secure base from which to explore future options and navigate the social world (Bowlby, 1979).

CONCLUSION

Children of incarcerated parents experienced multiple and complex needs affecting their mental heath and level of resilience leading to a greater risk for mental health problems. The following conclusions were drawn from this study:

1. Parental incarceration greatly affects children's social relationship which have detrimental effect in their mental health. Establishment of social relationship in this stage is fundamental for the development of their well-being and help them create a positive outlook in life.
2. CIP's self-efficacy and cognitive emotion regulation are important resilience factors that could alleviate mental health problems in the physical and environment domains.
3. CIP's are more likely to experience greater mental health problems due to multiple and complex needs that include experiencing low self-esteem, social exclusion, family financial difficulties, family discord, instability of care, stigma, victimization, and CIP's own personality traits.
4. Children's personality trait, family and social support, nature of parent's violation, finances and acceptance of their situation play pivotal role in building the capacity for resilience.

RECOMMENDATIONS

Evidence from the study suggests that children of incarcerated parents are exposed to multiple and complex risks affecting their mental health. Similarly, they react to these risks in different resilience levels. CIP's mental health needs are to be met and resilience levels are to be strengthened. The following recommendations are given:

1. Develop and conduct a child-centered remediation program incorporating building positive social relationships and strengthening resilience particularly in their self-efficacy and cognitive emotion regulation.
2. Mental health and social welfare professionals should offer CIPs, their family and the wider community a program that focuses on the awareness of their role to children's mental health and resilience.
3. Guidance counselors should take initiative in raising awareness on how to tackle stigma and bullying in schools and promoting a positive, non-discriminatory school environment.
4. Training materials for teachers and school counsellors should be developed and used to raise their awareness of the mental health needs of CIPs in the personal, familial and community level.
5. Parents/caregivers should carefully consider sharing information about parental imprisonment with their children's school so that schools can provide children with the support they need.
Prisons should provide parenting seminars and workshops to incarcerated parents to help them carry out their parenting role.

with their children's school so that schools can provide children with the support they need.
6. Prisons should provide parenting seminars and workshops to incarcerated parents to help them carry out their parenting role.

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LGBT EXPECTANCY-VIOLATION: THE EXPERIENCES OF FILIPINO PROFESSIONALS

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ABSTRACT

This study aimed to determine the expectancy-violation experiences of selected LGBT Filipino professionals in their workplace. The researcher employed the qualitative type of research employing the conversational in-depth interview. There were two informants from each of the following fields: Engineering and Architecture, Military and Police, Medicine and Health Science(s), Law and Politics, Business and Finance, Education and Media. An interview guide was constructed by the researcher that served as her guide to elicit the necessary data from the 14 informants. The findings provided information that LGBT professionals are present in male-dominated professions. Contrary to what they expected that they will be ridiculed or mistreated, people around them learned to treat them well and entrust them with their jobs. The informants experienced being stereotyped, denied of work, name called, given derogatory remark and hate speech. The LGBT professionals shared that their gender or sexuality doesn't matter in their workplace. Ignoring and disregarding are effective ways to deal with expected violations. The violations that the informants experienced served as their motivator to do better and be on top.

Keywords: LGBT, expectations, violations, professionals, experiences

INTRODUCTION

Sexuality is a vast and complex area to comprehend. It is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, and the like. Individuals are categorized as homosexuals, heterosexuals and bisexuals based on their sexual orientation. Sexuality is identified by different names/categories in different societies and cultures. LGBT stands for lesbian, gay, bisexual, and transgender. In use since the 1990s, the term is an adaptation of the acronym LGB which was used to replace the term gay in reference to the LGBT community beginning in the mid-to-late 1980s. Activists believed that the term gay community did not accurately represent all those to whom it referred (Lunzaga et al., 2012).

LGBT acronym has mainstreamed as a self-designation; it has been adopted by the majority of sexuality and gender identity-based community centers and media in the United States, as well as some other English-speaking countries. The term is used also in some other countries, particularly those which languages use the initials, such as Argentina, France, and Turkey (Lunzaga et al., 2012).

The initial LGBT intends to emphasize a diversity of sexuality and gender identity-based cultures. It may be used to refer to anyone who is non-heterosexual or non-cisgender, instead of exclusively to people who are lesbian, gay, bisexual, or transgender. To recognize this inclusion, a popular variant adds the letter Q for those identified as queer or are questioning their sexual identity; LGBTQ has been recorded since 1996. Those who wish to include intersex people in LGBT groups suggest an extended initialism LGBTI. This initialism is used in all parts of "The Activist's Guide" of the Yogyakarta Principles in Action. Some people combine the two acronyms and use the term LGBTIQ (Lunzaga et al., 2012).

LGBT people openly identify themselves may depend on local political concerns and whether they live in a discriminatory environment, as well as on the status of LGBT rights where they live (Lunzaga et al., 2012). L stands for lesbian which pertains to a woman who is primarily attracted to another woman physically, sexually, emotionally and/or spiritually (LeAP, 2004). Lesbianism does not happen at a specific point in a woman's life. It can happen anytime, from adolescence, to late adulthood, from being single to being a mother. It also cuts across social classes (LeAP, 2004). Lesbians may be rich or poor or middle class. They may be teachers, nurses, fashion models, actors, of the religious orders, etc. As the cliché goes, sexuality is fluid. What is important is that one acknowledges the love for other women and the desire to be with other women in all aspects of life. According to LeAP (2004), they don't need to explain how they become lesbian, what's important is that they are. On the other hand, G or gay is a counterpart of lesbian which pertains to a man who is attracted to another man physically, sexually, emotionally and or spiritually. Being gay is either in-born or adopted in the environment. As a man, people are expecting a man to be 'strong as a stone'. For that, they will act according to what people see them as they are. As a result, gays are struggling and afraid to show themselves or more technically termed as 'ladlad' because of people's expectations. B or bisexual is a person who is physically and romantically/ sexually attracted to both men and women – though not necessarily at the same time (LeAP, 2004). And T or transgender is a person whose gender identity is different from the sex they were assigned at birth. An example of this, is a woman who feels that she is really a man trapped in a woman's body (LeAP, 2004).

As with other marginalized groups in the society, LGBT people face discrimination, in schools, workplaces, and within the wider community (McCann & Sharek, 2014). These individuals face different types of problems; they are subjected to humiliation and harsh treatment by others, discrimination and prejudice, torture from parents, insult from others etc. Since there is a stigma on homosexuality specifically being LGBT, this study focused on the expected violations to the selected LGBT Filipino professionals. The researcher gathered these individuals' narratives and experiences on the basis of sexual orientation, gender identity, and homosexuality, specifically, in their work place.

In a number of occasions, lesbians, gays, bisexuals, and transgenders (LGBTs) are at increased risk. In Jamaica, prison wardens were involved in numerous incidents of violence against gay inmates. In Chile, gay prisoners were denied to access hygienic services. In Libya, a government-affiliated brigade arrested, detained, and beat twelve alleged gay men who were present at a private party. A military unit in Moldova beat two gay men while verbally abusing them on grounds of their sexual orientation (Human Rights Reports, 2012). In relation to the study, 14 LGBT professionals were interviewed regarding their experiences in their workplace and the researcher tried to dig in their responses the existence of violations, their expectations and how they dealt with such if there is any.

STATEMENT OF THE PROBLEM

This study aimed to determine the expectancy-violation experiences of selected LGBT Filipino professionals in their workplace.

Specifically, it attempted to answer the following questions:
1. What is the profile of the selected LGBT Filipino professionals?
2. What are the expectations of the selected LGBT Filipino professionals?
3. What are the violation experiences of LGBT Filipino professionals in their work?
4. How do they deal with the expected violations?

METHODOLOGY

This study used the qualitative-descriptive research design. It was used in the study to interpret the answers of the participants/key informants as to the experiences and violations they have experienced in relation to their sexuality.

Qualitative research design is concerned with the occurrence of the communication event, it also focuses on the phenomenon and the process involved. Qualitative research has no intention of going beyond, just deep into the individual per se. The research design involved the utilization of qualitative research method in addressing the research questions. Qualitative approach was appropriate for this study because, as Rossman and Rallis (1998) have noted, "there are few truths that constitute universal knowledge; rather, there are multiple perspectives about such phenomena".

This study was designed to know the perspectives of individuals and to gain understanding from variations of their answers through the interviews conducted by the researcher. The study focused on Filipino LGBT professionals, their narratives and experiences in their workplace with regard their homosexuality.

The researcher used the case study method. A case study is a process or record of research in which detailed consideration is given to the development of a particular person, group or situation over a period of time. It is a particular instance of something used or analyzed in order to illustrate a principle or a thesis.

Case study fits in this research because it's all about narrations and experiences of selected Filipino lesbian, gay, bi-sexual and transgender professionals in which detailed research is necessary in the elaboration of specific events. It was also the intention of the researcher to learn about the lived experiences of the informants regarding how their sexuality affects their work and how they dealt with the violations that they have experienced; moreover, their expectations and violations were also drawn from them through the interview conducted and the narration of their experiences as their answer.

The data gathering procedure involved two (2) informants (in each field) in the in-depth interview. Specifically, each informant met with the researcher on a designated date and agreed time of appointment. The reason for choosing two (2) informants from each respected field is that every field may have different gravity or seriousness of experiences or incidents that concern the informants' sexuality. The informants could answer using a language that they were comfortable using.

Narrative analysis was done by the researcher to identify answers posed in the statement of the problem. Through this analysis, the researcher was able to dig into the narrations and responses of the informants and identified their expectations, violations and the like.

The researcher used the conversational in-depth interview in this study. Conversational in-depth interviews are interviews that are *"face-to-face"* and *"repeated interaction"*. In this study, conversational in-depth interview is relevant because the researcher gathered the responses using interview while the participants/key informants answered the questions directly which needed a frequent interaction (follow-up questions and other concerns) and presence of each other.

The question and answer used the audio recording only. A photo (selected) of each of the informants, together with the researcher, was kept for validity purposes but was not included in the documents.

The entire interview was transcribed verbatim in order to ensure the veracity and objectivity of the contents in the interview except some paralanguages, sounds and also the accompanying moods and facial expression which were not described.

FINDINGS

1. Profile of the Selected Filipino LGBT Professionals

Table 1 shows the profile of the informants. As seen, many of the informants were male/gay. It can also be noted that there is one lesbian and one bisexual.

Table 1
Profile of the Informants

INFORMANT	FIELD	PROFESSION	SEX & SEXUALITY	COMPANY/AFFILIATION
Informant 1	Education	Professor	Male / Gay	La Salle Taft
Informant 2	Education	Teacher	Male / Gay	PUP
Informant 3	Media	Video Editor	Male / Gay	ABS-CBN
Informant 4	Media	Executive Producer	Male / Gay	ABS-CBN
Informant 5	Military or Police	Police Inspector	Male / Gay	QCPD
Informant 6	Military or Police	Police	Female / Lesbian	Anti-cybercrime Group Wide
Informant 7	Medicine & Health Science	HIV Counselor	Male / Gay	Hospital
Informant 8	Medicine & Health Science	Site Implementation Officer	Male / Gay	Hospital
Informant 9	Law and Politics	Lawyer	Male / Gay	Province of Cavite
Informant 10	Law and Politics	Politician	Male / Gay	Province of Cavite
Informant 11	Business and Finance	Sales Agent / Church Pastor	Male / Gay	Project 4, Quezon City
Informant 12	Business and Finance	Sales Manager	Male / Gay	Alabang
Informant 13	Engineering and Architecture	Mechanical Engineer	Male / Gay	2 years abroad
Informant 14	Engineering and Architecture	Software Quality Assurance Engineer	Female / Bisexual (Girl)	Fintech Company

In the field of Education, Informant 1 or 'NBSB' is a professor in La Salle who is considered as male and his sexuality is gay; Informant 2 shares the same profile of Informant 1 from PUP. Informant 1 is 32 years old, had a double degree in Political Science and Legal Management. He had his master's degree in Political Science in Ateneo and taking up his PhD in Political Science in La Salle. Informant 2 or 'Hugger' has been writing for 8 years and teaching for 2 years.

In the field of Media, Informants 3 or 'Bread Winner' and 4 'Drag Queen' are male / gay; a video editor for 10 years and has been in Advertising for 5 years and executive producer respectively. Informant 4 was a segment producer for 15 years before accepting the position as executive producer. Both were from ABS-CBN.

In the field of Military or Police, Informant 5 or 'Righteous' is a male/gay police inspector from QCPD and informant 6 is a female/lesbian police who is a member of the Anti-cybercrime Group. Informant 6 or 'Simply Jolly' is a dentistry graduate but since he passed the entrance exam for police he decided to pursue this profession. Informant 6 is a criminologist and investigator.

In the field of Medicine and Health Science, Informant 7 or 'YOLO' is a male/gay HIV counselor; whereas, Informant 8 or 'Positive' is a male/gay site implementation officer. Both informants are from a hospital. Informant 7 has YOLO in mind; 'You Only Live Once' thinking since he had a lot of life-threatening experiences. Informant 8 is a graduate of Electronics and Communications Engineering but failed to acquire a license. He had an opportunity abroad but wasn't able to go because he was diagnosed as HIV positive.

In the field of Law and Politics, Informant 9 or 'Contented Servant' is a male/gay lawyer who provides his services to the people in need for free and Informant 10 'Fighter' is a male/gay politician, a board member in Cavite. Informants 9 and 10 are from the Province of Cavite.

In the field of Business and Finance, Informant 11 or 'Boxer' is a male/gay sales agent from Project 4, Quezon City and Informant 12 or 'Motivator' is a male gay sales manager in Alabang. Informant 11 is currently an Administrative Pastor and Founding Pastor of LGBT Christian Church. He is a clergy by profession. He promotes communical Christianity.

11 is currently an Administrative Pastor and Founding Pastor of LGBT Christian Church. He is a clergy by profession. He promotes communical Christianity.

In the field of Engineering and Architecture, Informant 13 or 'Straight' is a male/gay mechanical engineer who experienced working abroad for two years and Informant 14 or 'Lucky' is a female/ bisexual (girl) software quality assurance engineer from Fintech Company in Makati City. Informant 13 is a registered Mechanical Engineer though not practicing. He had been to Saudi Arabia as an Electro-Mechanical Engineer and then went to Japan as a construction worker for four years. He earned a professional diploma in family ministry and then later on pursued Clinical Psychology in U.P. which he wasn't able to finish. He was a volunteer in San Lazaro Hospital as Palliative Care Practitioner and then later on became an HIV family counselor in the hospital. Informant 14 was a BS Computer Science graduate of Taguig City University.

It can be deduced from the table that there are LGBT individuals in male-dominated fields. As noted from the article "7 Different Types of Workplace Diversity" by Allegis Group (2018), numerous surveys reveal that LGBT workers continue to experience high levels of discrimination in the workplace, yet the LGBT population represents a powerful part of the consumer market and corporate workforce. As cited in the same article by Allegis Group, the buying power of the LGBT market in the United States is roughly $800 billion. Likewise, their influence on the total workforce is significant as a company's treatment of LGBT workers also impacts the view of "allies," people who are not part of this group but agree with and advocate for the rights of LGBT persons in the community. One study found that, all things being equal, 72 percent of ally job hunters would choose a potential LGBT-friendly employer over a less supporting company in their career decisions. Care is needed in developing any strategy for the LGBT community because it comprises multiple, distinct groups of people with unique experiences, interests, and challenges. The transgender worker, for instance, will have a different perspective (and often experience a different type and level of discrimination) than gay, lesbian, or bisexual workers.

According to PEW Research Center (2011), "a majority of Americans, 58%, now say that homosexuality should be accepted, rather than discouraged by society". Inclusion of sexual orientation, and increasingly gender identity, in workplace inclusion initiatives and diversity awareness dialogue is likely one. In an inclusive workplace, the environment is guided by the expectations that advance relationship building and learning: (1) work-relatedness; (2) expectation of fairness and consistency; and (3) respectful interactions. These criteria are useful when navigating the approach to LGBT inclusion.

Workplace diversity has been in vogue for a while, yet many companies are still hooked with defining what this means to their organization. With the rainbow flag flying high at Parliament Hill and Pride events gearing up across the country, now is a great time to think about lesbian, gay, bisexual, transgender, and queer-identified (LGBT+) diversity in your organization and to leverage the heightened awareness of Gay Pride to drive home diversity messaging at your workplace.

Ozeren (2013) analyzed the key figures or pillars that contribute to the cases of discrimination against LGBT community in workplaces. In this research, the researcher found that social institution, legal frameworks and cultural norms affect the treatments of others to the members of LGBT in workplaces. The author had concluded that business organizations should be completely aware of the growing number of sexual orientation diversity and use it as an advantage within their institution as the number of LGBT consumers and producers grows.

Informant 1 is coded as NBSB because he admitted that he has not had any relationship since birth because of his fear that he will not be accepted or loved. Informant 2 is 'Hugger' because he is a clingy type of person and he loves hugging everyone. Informant 3 is coded as 'Bread Winner' because he shared that he earns for a living not only for himself but also for his family; he believes that through this, his family learned to embrace him. Informant 4 is 'Drag Queen' because he loves cross dressing and putting on make-up. Informant 5 is 'Righteous' because he follows, implements and obeys rules. Informant 6 is 'Simply Jolly' she confessed that she is just a happy person, fun and approachable; that everyone is comfortable with her. Informant 7 is 'YOLO'; this is his principle in life to enjoy and be happy because each only lives once. Informant 8 is 'Positive' because he professed that he is HIV positive and he said that he always have a positive outlook in life. Informant 9 is a 'Contented Servant'; he said that his homosexuality will not stop him from serving people. He uttered that his duty is to serve and help people especially those in need. Informant 10 is a 'Fighter'; he believes that fairness and equality should always be fought for. Informant 11 is coded as 'Boxer' because he shared that there was one time that

he said that he always have a positive outlook in life. Informant 9 is a 'Contented Servant'; he said that his homosexuality will not stop him from serving people. He uttered that his duty is to serve and help people especially those in need. Informant 10 is a 'Fighter'; he believes that fairness and equality should always be fought for. Informant 11 is coded as 'Boxer' because he shared that there was one time that he had beaten a co-worker who kept on asking him about his love life and he was actually having a hard time then; so he got mad and punched him and they ended up suing/charging each other. Informant 12 is coded as 'Motivator' because he said that though he is gay he continuously inspires and encourages the people around him. Informant 13 is 'Straight'; he shared that he doesn't want to hear people talking about him or questioning his sexuality. He said that if they would like to know something they should just go straight to him and ask him. He also mentioned that he is a very straight forward person he speaks his mind. Informant 14 is 'Lucky'. She considered herself lucky because she is accepted by her family regardless of her sexual preference. She realized that she is fortunate because her family never despised her.

2. Expectations of the Selected LGBT Filipino Professionals

Table 2 displays the expectations of the informants. It can be noted that all of them expected that they will be discriminated, disregarded, disrespected, and belittled. However, their expectations were all classified as positive expectations because they shared that contrary to their expectations, they became successful and were accepted eventually.

Table 2
Informants' Expect ation

INFORMANT	THEME	STATEMENT
NBSB	Work Assignment	Kasi nga nu'ng nag-work ako sa Office of the President, kasi nga puro mga lalake ang kasama mga ko doon. Kapag mga usapang hosting na ng events, 'yung pag-organize ng Christmas Party, tinatapon nila sa akin kasi ang lagi nilang sinasabi, "Kayang-kaya ni _____ 'yan kasi creative 'yan, kasi becky."
	Treatment - School - Street	Sa school, wala rin pero siyempre may mga kaklase akong mga lalake rin, hindi masyadong close sa mga becky, 'yung parang lumalayo sa becky kasi iisipin na magkagusto sa kanila kasi mga guwapo sila. May mga ganun na hindi naman super serious discrimination talaga. Siguro ang problema, kapag lumabas ka na ng school, kapag nasa street ka. 'Yung ica-cat call ka or 'yung biglang sasabihin, "Ano ba naman 'tong mga bading na 'to?!" May mga ganun, sa mga uneducated na 'yun. 'Yung mga nagca-cat call na 'yan, 'yung mga tambay sa kanto. 'Yung mga nag-iinuman, 'yung mga walang trabaho, 'yung mga mukhang adik, sila 'yun. Sila 'yung nagca-cat call sa amin. Noong bata pa ako, kasi ngayon medyo may edad na ako, so hindi na nila ako kaya.
HUGGER	Treatment - Co-workers - Non co-workers	As for co-workers naman, in terms of expected, 'yung mga early days na nagwo-work ako, 'yung mga usual geres, 'yung mga usual tampulan ka ng pang-aasar or jokes pero kasi most of the time my co-workers hindi rin sila ganu'n probably because na-intimidate nila sa akin, hindi naman ako... most of them kapag nakakausap ko sila, sinasabi nila I'm not the type na bibiruin mo ng ganu'n kasi yung itsura ko is not friendly friendly thing and na-experience ko rin na hindi lang naman ako ang nag-iisang bading na isang team. Madalas 'yung mga co-workers kong bading sila 'yung nagiging center ng joke pero pagdating sa akin, very restrict naman sila pagdating sa mga gay jokes. Kung non-co-workers, medyo nasanay na ako or I can say that it is just me or tao kasi time and again hindi naman natin masasabing lahat ng tao ay homophobic pero most of the time I really don't like to touch people lalo na 'yung mga lalake kasi I have this feeling na they might find it, bigyan nila ng meaning ang mga bagay na ganu'n. Ako pa naman, I like hugging people pero, I have to contain myself lalo na kahit kaibigan kong lalake kasi I don't like them to misinterpret things like that. Ang hirap kasi.

INFORMANT	THEME	STATEMENT
BREAD WINNER	Treatment - Co-workers - Non co-workers	Mas happy sila kasi nasa creative field kasi kami so the the advantage of being gay or LGBT sa mga ganitong field is that ah. You have the brain of a female and a male combine so mas easy going ka at mas madali kang maka ano sa gusto ng mga tao kasi that what people wants eh. Kung ano 'yung gusto nila ibibigay mo so, ako nabibigay ko 'yun nang hindi sila nahihirapan ng how to communicate with me so, automatic 'pag may gusto sila halimbawa sa work, na-e-exceed ko kasi 'yung expectation nila so, siguro malaking factor 'yung pagiging ganito ko kasi alam ko yung mga gusto nila so, hindi naman nila ako inaano mas na ano pa ko kasi mas thankful ako kasi ganun ung pakikitungo nila sakin pero we're talking about mga professional people. 'Pag sa outside world iba yung implication nila sayo in terms sa LGBT so, kaya ako i don't deal with them. Masama mang sabihin na mga uneducated pero alam mo 'yun, it take so much time to explain down to the more level kung ano gusto mong ipaintindi sa kanila but yet hindi nila kayang intindihin 'yun.
DRAG QUEEN	Treatment - Co-workers - Non co-workers	Fortunately, 'yung line na napili ko, walang discrimination against gays. Minsan pa nga kami pa nga 'yung mga-aano ng, alam mo naman yung ganun pag direktor ka. Mas ano ka sa pelikula, kung gusto mong ma-cast at gwapo ka, pagamit ka sa direktor. Third sex pa nga ang nakakalamang. Maswerte lang ako ito yung line na napasok ko, walang ano, iginagalang ka kung ano ka. Kung babae ka, lalaki ka, bakla, o tomboy ka, walang isyu. Sa non-co-workers naman.. Ano yan yung parang pag naglalakad ka sa kalsada sisigawan ka nang bakla? Eh lalo na nung mas bata ako, highschool, na mas payat ako, sinisigawan ka nang bakla 'di ba, nagrerebelde ka. Yun nga yung lagi kong sinasabi, bakit mo ko tinatawag ng bakla? May pangalan ako.. Ba't hindi mo tanungin kung ano ang pangalan ko, para hindi bakla ang tawag ninyo sa akin. Pwede naman tayong magpakilala. At tignan mo, kung sino ang mga lumalabag sayong bakla, yung mga construction workers, yung mga nagtatrabaho sa kalye na ang dudumi. One time in-approach ko, 'di ba sinawag akong bakla? "Oo, bakla ako. Nalikman mo na ba ang kinakain ko? Nakapagsuot ka na ba ng sinusuot ko?" Subukan mo munang i-shoot ang sarili mo sa kinalalagyan ko bago mo ako hatulang bakla.
RIGHTEOUS	Treatment - Co-workers - Non co-workers	Hindi naman maiiwasan 'yung mga pang-aasar. Pagdating naman sa non-co-worker sigurado akong meron pero hindi ko napapansin kasi siguro nahihiya silang i-approach ako sa ganu'n dahil alam nila police ako pero hindi ko 'yan malalaman pero expected ko na 'yun.
SIMPLY JOLLY	Treatment	Yes. On the bullying side or insults, one of my college professor told me that I'm created by devil not by God. On verbal abuse, I always heard from many people that LGBT are abnormal.
YOLO	Treatment - Co-workers - Non co-workers	Co-workers, most probably siguro na-experience ko lang sa work is being called by names most of the times. Aside from that is 'yung bakla, 'yun bang parang striking way of telling na hindi sya friendly na katulad nung mga close friends mo kahit mag-asaran kaming "uy bakla", 'yung parang may derogatory remark na kasama na parang degrading yung way that they uttered down the word "bakla" or "bading". Non-co-workers, yun, sa father ko nga. Parang sa kanya yung mas maraming, kaya nga siya naging nuclear explosion. So, lately na lang siguro ru'ng nalaman ko 'yung health condition niya, tapos parati akong lumalabas sa TV, sa radio and I was exposed to a lot of media to work with my advocacy sa HIV, parang it took a few, or actually not a few but more than two decades to accept it. Kasi kumbaga parang, until the time na dun na lang na na-experience niya na na-stroke sya tapos na's kinda like asking for forgiveness to me, to my brother, to my mother. Pero I've already get over it. Kumbaga parang nung nag-meet kami, he was trying to cry pero ko sa kanya, 'wag na wag mo ko iyakan dahil matagal ko na kayong napatawad," he's my dad. Pero yun nga, however, masakit pa rin naman. Pero, syempre I'm still looking for a father figure ever since naman.

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POSITIVE	Treatment - Co-workers - Non co-workers	Kung dyaan, maganda naman ang relationship ko with the co-workers, harmonious. Kasi nga, 'yung mga kasama ko are persons living with HIV. Non-workers naman, sa labas merong mga nang-aasar. Tatawaging 'bakla, bakla'. Nu'ng bata, na-bully ako nu'ng bata kasi when I was a kid medyo malamya ang kilos ko. Sasabihin sa akin, "Uyy, bakla ka!"
CONTENTED SERVANT	Treatment	There was a time mayroon akong hinawakang kaso. And then, pagdating sa korte I heard a murmur that says 'Ah, wala 'yan. Siya pala ang abogado niya eh. Talo 'yan. Bakla 'yan eh." So ako, bilang professional lawyer, binalewala ko lang but at the back of my mind sabi ko, tignan nalang natin ang mangyayari. Kasi kapag ganun, hindi ka na dapat kikibo.
FIGHTER	Treatment	Actually when I was in grade school I was bullied kasi pag sa restroom sa cr ng boys, hanggang high school ito ah, feeling lagi ng mga boys pag may pumasok na gay parang ano agad (mananancing) pero ano, somebody would hid, biglang magtatakbuhan, mag aalisan sa restroom. So nung high school, third year ata ako I started na everytime na mag rerestroom ako I had with me two best girl friends of mine na magstay talaga sa door, third year fourth year ganun buhay ko na binabantayan nila ako sila na yung pumipigil kasi I always feel bad, pag pumasok ako nagkakagulo kayo, nag rurush sila lumabas ng boy's restroom so nung third year ako this is too much so samahan nyo na ako pag mag rerestroom ako so pag mag rerestroom ako may kasama talaga ako, sa boy's restroom pero may nakabantay sa labas. Binabantayan ako ng mga girl friends ko. Aside from that, pag leadership training noong bata, noong grade school ako dun ako ilalagay sa pinaka malayo pag naka blind fold. Kasi ganun noon 'pag may leadership training sa school namin eh, may blind fold session na overnight and all. Ramdam mo syempre pag malayo na yung nilalakad mo tapos feeling ko ako lang mag-isa feeling mo nag di-disarea ka na. When I was in college, when I was running for student council ganoon din people will judge me base on my sexual preference but then I'm thankful, kasi it made me strive more kasi parang each day of my life I face to prove my worth so parang instead a liability mas nakatulong pa sya sa akin, you look at me that way and I'll prove you wrong. I'll continue to aspire to be better for myself. When I suppose to run for the national auditor, which I run and I won, as a national auditor of the councilors league he's a candidate dun hindi ako matatakot pangalanan 'to, the candidate for NAVP was from Lucena City Benny Lusuella that telling the people behind that formation "oh bakit tayo magsasama ng bakla sa line up?", until now every day is challenge, there are people who will judge base on your sexual preference. Yun nga, nasasayo iyon eh, ako I chose to use it in a way to further improve myself further the way I serve my people and dedma na lang.
BOXER	Treatment	Kasi minsan 'yung bulungan naman, 'yung panghuhusga hindi directly. Indirectly. Ako, sa sales, hindi naman co-sales agent ko ang nakaaway ko. 'Yung katapat naming nagtitinda, kinukulit ako. Badtrip ako sa lovelife ko that time. Binubog ko talaga 'yun. Nu'ng nagka-pulisan na, sinasabi nu'ng mga kasama ko na hindi ako lalake, bakla raw ako. Sabi nu'ng binubog ko, "Hindi. Hindi 'yan bakla. Nakita niyo naman kung paano ako bugbugin." Pero totoo namang binubogbog ko siya. Meron at meron naman kasi talagang mga mang-aasar talaga. Pero kapag ganu'n deadma lang ako. Buhay ko 'to, buhay mo 'yan. Hindi mo naman ako pinapakain. So, this is my life.
MOTIVATOR	Treatment	I remember I was once judged before entering into this field. Others said that I may not be able to grow because I'm a gay, I'm a weak person. They say that I can't grow because I'm a gay.
STRAIGHT	Treatment	I'm straight acting. Hindi ako flambouyant gay. So, I can deal with men. Most of my barkadas are male. Even when I was growing up. So I used to deal with men. Parang jino-joke joke lang ako na kilos babae. Hindi naman kasi maiiwasan 'yun.
LUCKY	Treatment	Yes, there is. Because being a bisexual, I know it was not easily accepted, especially by those who didn't know you personally. I am expected to be violated but I prepared myself for that.

The informants have different expectations depending on the field they are into. In the field of Military and Police, Simply Jolly was really expecting to be violated because of her sexuality but according to her it is normal. The informant clearly verbalized: *"You cannot avoid to be teased"*

NBSB is assigned the hosting job every time there is an event in their company because of the expectation that he is creative since he is a homosexual. He sees this act as not a violation to his expectation because he loves doing the task assigned to him. The experience NBSB had in school was usually boys were not that easy to get along with, they were aloof because they thought that since he is a gay, he will be attracted to them because they were good looking. The real discrimination and the negative one was the name calling or the cat calling when he is on the street.

Hugger expected that it is a common thing being called gay. He got used to people calling him that, those who don't know him or not his co-workers; however, his co-workers don't usually tease him because they find him intimidating. He loves hugging but he doesn't want people to misinterpret his action that's why he is always on-hold or stops himself from doing that. He expressed that he was bullied when he was in grade school; when he enters the restroom everyone runs to the point that he will ask his 'girl' friends to accompany him. He also experienced discrimination during a leadership training where he was put in the farthest area and he felt alone and lonely.

Breadwinner's creativity being gay is expected of him in his work so people expect him to deliver because of this personality and he delivers that's why he is entrusted with work by his co-workers. While, those non-co-workers of him, the uneducated ones, discriminate him. He doesn't usually deal with them because he had gone tired explaining. He even added that people find it hard to understand him. He even narrated that he was abused by his uncle because of his homosexuality.

Drag Queen is loved and accepted in his workplace; to him, his homosexuality works at his advantage. However, outside his workplace is where he experiences discrimination and ridicule from people. He experienced being called 'gay' all the time and often times answered by telling people that he has a name and that they should call him by his name.

Righteous expected that you can't get rid of people teasing the homosexuals. Others may have this in mind but they stop themselves because of his line of work.

Simply Jolly shared that she often times experiences bullying or insults; that she hears people saying that LGBTs are abnormal.

Yolo experiences the usual name calling. He is even called gay which is quite absurd on his part because it makes him feel that people view him as unfriendly. The most painful of all, though he learned to forgive him, was from his father.

Positive has a good working atmosphere with his co-workers. He attributed this to his being HIV positive and working with others who have also been diagnosed positive. He believes that he will receive discrimination when he is not working where he is working now or he will be violated because of the 'stigma' brought about by HIV and people will find it hard to understand and accept people like him. As for his non-coworkers, he was bullied and been called names.

Contented Servant experienced being judged because of his homosexuality. He said that he will no longer speak up and let things happen to prove these people wrong.

Fighter narrated that he was bullied when he was younger because of his homosexuality to the point that he had a trauma going to the comfort room that he asked his girlfriends to accompany him.

Boxer cited that it is impossible for people not to talk about you especially about one's sexuality. He usually have enemies to the point that he punched someone who teased him because of this.

Motivator didn't escape people's judgment because of his sexuality. He is considered as weak and will not succeed because of this. Straight said that he is not the 'gay-type' gay. He acts straight and mingle with guys.
Lucky shared that there were violations on her and she expected them being bisexual and she prepared herself for this.

The expectations by the respondents consisted of positive and negative expectations. In the field of Military and Police, he was expecting to be violated in the field but he was only violated through random tease by co-workers outside the field. He eventually gained the respect in the field even he is a gay.

In the field of Medicine and Health Science, he was expecting to be violated because of what he experienced towards his father.

In the field of Education, Hugger said being a gay teacher, he expected to be teased by his students. He was not teased but earned their respect because of the knowledge he was able to share.

The expectations were also prescriptive expectations which refer to the idea that the treatment that they received was based on other people's behavior towards them.

Hanson's (2008) study explained that gay, bisexual, and transgender (LGBT) individuals face serious discrimination working, as well as being pink-slipped, being denied promotions and experiencing harassment on the work supported their sexual orientation or individuality. A person's sexual orientation affects the attitude of others toward him or her. In today's world, heterosexuality is the norm and most minority groups (including lesbian women and gay men) are subjected to stereotypes (Grabovac, 2014). Transgender people face social stigma relating to minority stress (Herman, 2013), have experiences of discrimination (Grant et al., 2011) and face physical and psychological violence (Lombardi et al., 2002). The findings from the National Transgender Discrimination Survey, a large convenience sample of transgender people, suggest that rates of transgender discrimination are high: approximately seventy-eight percent (78%) of those surveyed reports experience direct mistreatment of discrimination in the workplace (Grant et al., 2011).

3.LGBT Filipino Professionals' Violation Experiences from Their Work

The collected data were analyzed through Allport's Scale of Prejudice. Table 3 displays the violations experienced by the informants from their workplace.

Table 3
Informants' Experienced Violation from Their Work

INFORMANT	PREJUDICE EXPERIENCED	STATEMENT	INFORMANT	PREJUDICE EXPERIENCED	STATEMENT
NBSB	Discrimination	Kapag mga usapang hosting na ng events, 'yung pag-organize ng Christmas Party	FIGHTER	Bullied Judged/Stereotyped Recluse Hate speech	When I was in grade school I was bullied kasi pag sa restroom sa cr ng boys, hanggang high school ito ah, feeling lagi ng mga boys may pumasok na gay parang ano agad (mananlanching) pero ano, somebody would hid, biglang magtatakbuhan, mag aalisan sa restroom
	Avoidance	May mga kaklase akong mga lalake rin, hindi masyadong close sa mga becky, 'yung parang lumalayo sa becky kasi iisipin na magkagusto sa kanila kasi mga guwapo			Pag leadership training noong bata, noong grade school ako dun ako ilalagay sa pinaka malayo pag naka blind fold.
	Catcalling Name calling	Kapag nasa street ka. 'Yung ica-cat call ka or 'yung biglang sasabihin, "Ano ba naman 'tong mga bading na 'to?!"			When I was running for student council ganoon din people will judge me base on my sexual preference "Oh bakit tayo magsasama ng bakla sa line up?"
HUGGER	Stereotyping Denied of work	'Yung mga usual tampulan ka ng pang-aasar or jokes	BOXER	Derogatory remark Judged/Stereotyped	Kasi minsan 'yung bulungan naman, 'yung panghuhusga hindi directly.
		"Hayaan mo na, naiintindihan ko siya. Kaya siya ganu'n nag-react kasi bakla siya."			Nu'ng nagka-pulisan na, sinasabi nu'ng mga kasama ko na hindi ako lalake, bakla raw ako. Sabi nu'ng binubog ko, "Hindi. Hindi yan bakla. Nakita niyo naman kung paano ako bugbugin."
		"There was a time na I was denied at work, sa isang school because I was gay, Catholic school kasi 'yun and sabi sa akin that they wouldn't want."			Meron at meron naman kasi talagang mga mang-aasar talaga.
BREAD WINNER	Judged/Stereotyped Name called Cat called	"I don't care kung ano sasabihin nila sa akin ang kailangan mong matutunan sa mundo 'yung ganung ano na, bakit it's worth it ba na ipaglaban ko 'yung sarili ko na na-explain ko 'yung sitwasyon ko sa inyo in yet ano maga-gain ko? Diba from people na mapanghusga gaya ninyo so I don't care if, I dont think it's necessary to explain the situation."	MOTIVATOR	Judged/Stereotyped	Others said that I may not be able to grow because I'm a gay, I'm a weak person. They say that I can't grow because I'm a gay.
DRAG QUEEN	Rejected	Hindi tanggap ng magulang ko ang pagiging bakla. Hindi lang sila nagsasalita, pero nararamdaman ko. Hindi napag-usapan sa pamilya ang pagiging bakla ko, pero ramdam ko ang rejection nila sa kung ano ako.	STRAIGHT	Recluse Derogatory remark Bullied Name called	I think nobody want to rock the boat and to talk about my sexuality. But I'm ready, anybody could ask me. I'm just waiting for any of my siblings, even my mother to ask about my sexuality. I attempted twice or thrice to have communication directly with my mom but she always avoided that. The last time I wanted to talk to her, she avoided it. So I never tried again.
RIGHTEOUS	Name called	Hindi naman maiiwasan 'yung mga pang-aasar.			I think I was very much bullied because they keep teasing me na, "Ah! Bakla 'yan." "Malamya 'yan."
SIMPLY JOLLY	Bullied Insulted Verbally abused	One of my college professor told me that I'm created by devil not by God. On verbal abuse, I always heard from many people that LGBT are abnormal.			There's no such thing as bakla before. It's more of 'binalake', in my time. There are lots of terms before.
YOLO	Derogatory remark Name Called	Na-experience ko lang sa work is being called by names most of the times. Aside from that is 'yung bakla; "uy bakla!", yung parang may derogatory remark na kasama na parang degrading yung way that they uttered down the word "bakla" or "bading".	LUCKY	Judged/Stereotyped	So, every time I heard negative feedbacks from social media and even from my relatives. I just smile and respect them. I don't need to prove myself.
POSITIVE	Name called Bullied	Tatawaging "bakla, bakla". Nu'ng bata, na-bully ako nu'ng bata kasi when I was a kid medyo malamya ang kilos ko. Sasabihin sa akin, "Uyy, bakla ka!"			
CONTENTED SERVANT	Hate speech	I heard a murmur that says "Ah, wala 'yan. Siya pala ang abogado niya eh. Talo 'yan. Bakla 'yan eh."			

The violations made to the informants were analyzed using the Allport's Scale of Prejudice. Scale of Prejudice categorizes different forms of prejudice based on the level of harm it brings. The 5 stages are: Level 1 – Antilocution = name calling, stereotyping, derogatory remark, hate speech; Level 2 – Avoidance = withdrawal, avoiding contact, making people invisible; Level 3 – Discrimination = excluding people from jobs, education and/or housing; Level 4 – Physical Attack = graffiti, property damage, harassment, physical bullying, rape; and Level 5 – Genocide/Extermination = ethnic cleansing, murder, suicide.

It can be inferred from the table that many of the informants were violated through 'antilocution' and 'discrimination'; some experienced avoidance and 1 shared that he experienced 'rape' by a family member.

As observed from the table, NBSB experienced antilocution wherein he encountered hate speech, catcalling and name calling; furthermore he experienced avoidance where some of his classmates before don't want him to be their friend because of his sexuality.

Hugger encountered antilocution and discrimination prejudices/violations from his workplace. He shared that he experienced being stereotyped and denied of work.

Breadwinner faced antilocution where people judged/stereotyped, name and cat called him.

Drag Queen experienced discrimination because he was rejected by the people around him.

Righteous experienced antilocution violation/prejudice where he admittedly said that *"You cannot avoid being teased";* whereas, Simply Jolly, YOLO, Positive Contented Servant, Motivator and Lucky also encountered antilocution wherein these informants faced being bullied, insulted, judged/stereotyped, verbally abused, received derogatory remark and hate speech and being name called and cat called.

Fighter experienced 3 levels of prejudice/violation. He admittedly shared that he faced being bullied, judged, recluse and received hate speech from the people around him.

Boxer and Straight encountered Levels 1 and 2 – antilocution and avoidance where they attained derogatory remark, judged/stereotyped, bullied, name called and they were recluse.

As what Burgoon says, the Expectancy-Violation examines the individual's response to the unanticipated violations of social norms. In relation to this, the informant's response on the said situation

As what Burgoon says, the Expectancy-Violation examines the individual's response to the unanticipated violations of social norms. In relation to this, the informant's response on the said situation was according to the violation he experienced. His personal space as an individual was violated. The theory says that an individual has the tendency to protect his or her personal space whenever they experience violation.

It can be deduced from the table that the attitude towards the LGBT informants in the workplace is more positive than expected since, as the table shows that almost 50% of the informants didn't experience any violation and those who have experienced violation exhibited Level 1 of Prejudice.

Some of the informants attributed this treatment toward the work environment to which they belong. Some of the field of professions are LGBT-dominated (i.e. the media and entertainment industry; the medicine and health services field concentrated on the counseling of HIV-positive patients), while others are just fortunate enough to be in an environment where little to no forms of gender-based prejudice take place. Most are also acquainted with remarks that disparage their sexuality. Moreover, some of the respondents believe that their sexuality does not affect their profession; in fact, being part of the LGBT community has a positive implication to them, highlighting their creativity and skillfulness as valuable assets in their work which some industries see as an advantage, particularly now that the Philippines displays a relatively higher level of tolerance when it comes to the LGBT. These findings do not also mean that prejudice does not manifest outside the labor force, which is not covered by this analysis. For instance, some of the respondents were being verbally harassed on the streets (Level 1 or Antilocution) or experiencing Level 2 or Avoidance in public areas. In addition, Level 4 or Physical Attack becomes evident in the respondents' childhood and adolescent years.

Gay men and lesbians are disliked partly because they are perceived to deviate from gender norms (Basow & Johnson, 2000; Corley & Pollack, 1997; Kite & Whitley, 1996). These gender norms are more rigid and restrictive for men than for women and homosexual men are perceived to deviate more from traditional gender roles than are lesbians (Basow, 1992 & Herek, 2000). For example, a man with stereotypically feminine characteristics is more likely to be assumed to be homosexual than is a woman with stereotypically masculine traits (Deaux & Lewis, 1984). Feminity is not only less rigid than masculinity, but it is also less tied to heterosexuality. Whereas female heterosexuality is assumed, male heterosexuality must be proved (Basow, 1992; Basow & Johnson, 2000). Moreover, violation of gender roles by men is viewed more seriously than gender violation by women, in part because it is perceived to threaten their social privilege and power (Kerns & Fine, 1994). Men thus feel more pressure to conform to gender roles and therefore to express disapproval of homosexuality (Herek, 2000; Whitley & Kite, 1996). It also follows from the more serious nature of male gender role deviation that gay men are viewed more negatively than lesbians, especially by heterosexual men.

Respondents said they experienced bullying in the workplace, such as people making jokes or slurs about LGBTI folks, gossiping or sharing rumours, or making important feedback approximately how they dress, behave or speak. The record additionally highlighted that there were limited criminal protections from discrimination within the place of work inside the three countries, and there have been also few options for recourse via inner place of business regulations. Only 5 percent of the respondents in China, 20 percent within the Philippines and 17 percent in Thailand said that their employers have and legitimate criticism process in area for LGBTI discrimination instances.

Hanson's (2008) study explained that gay, bisexual and transgender (LGBT) individuals face serious discrimination working, as well as being pink-slipped, being denied promotions and experiencing harassment on the work supported their sexual orientation or individuality. A review of studies of geographic point discrimination found that 16-68% of LGBT and 15-57% of transgender staff practiced employment discrimination at some point in their lives.

4. Informants' Ways of Addressing the Expected Violations (How they deal with the expected violations)

Table 4 presented on the next page displays the informants' ways of dealing with the violations. It can be gleaned from the table that many of the informants ignore, disregard the people around them whenever they are being teased or violated. Some of them used the mistreatment that they experienced as their challenge or motivator for them to strive and be better in their field and individuals as well.

Informants simply ignore and don't mind whenever they are being mistreated or simply don't care; however, there were some of them who fight back; they confront a co- worker who is mistreating them. They believe that for as long as they are not doing anything wrong, not hurting others, respecting others and acting professionally regardless of their sexuality, they are just the same like any other 'acceptable' gender.

Kalman (2009) in his online article "The Solution to 'Gay' Insults: Freedom of Speech" cited that he has great compassion for gays. Not only do they have to deal with the derision and even hatred of a large proportion of the general public, they also need to deal with their own angst about being different. Society has come a long way in recent decades toward reducing hatred and discrimination against gays.

Table 4
Informants' Way of Dealing with the Violations

However, as Kalman (2009) stated "it will be a while–*if ever*–before anti-gay sentiment disappears *completely*. So what is one to do when called gay? If it is happening to you, and you need to wait

INFORMANT		WAY ON DEALING WITH VIOLATION
Informant 1	NBSB	"I just disregard them. Ignore them. I don't mind."
Informant 2	HUGGER	"Usually, I tried to ignore them."
Informant 3	BREAD WINNER	"I don't deal with them. I don't care."
Informant 4	DRAG QUEEN	"I confronted them."
Informant 5	RIGHTEOUS	"I just let them."
Informant 6	SIMPLY JOLLY	"From the start, I don't mind what other people are telling against me. For as long as I'm not hurting someone or doing wrong."
Informant 7	YOLO	"I learn and grow from it."
Informant 8	POSITIVE	"I just ignore them"
Informant 9	CONTENTED SERVANT	"I just don't mind them. I ignore them. I proved to them that whatever they say against me, it's not true."
Informant 10	FIGHTER	"I don't mind them"
Informant 11	BOXER	"The technique is be professional."
Informant 12	MOTIVATOR	"I don't mind them. What's important is I'm not doing anything bad towards them."
Informant 13	STRAIGHT	"I deal with them in civil. I can talk to them, they could ask me questions."
Informant 14	LUCKY	"I respect them."

until prejudice disappears from the face of the earth, your problem may never end. Fortunately, as Kalman routinely demonstrate through role-playing at his seminars, the solution to this problem that has hurt so many people is remarkably simple. We can deal with gay insults all by ourselves and at the same time help reduce prejudice in society. As Kalman will be showing, Freedom of Speech is not the *cause* of the problem but the *solution*! And it is mandated by the Golden Rule, which is the ultimate solution to interpersonal problems. Few people are aware of it, but the Golden Rule really comes to teach us that we need to treat people like friends even when they treat us like enemies."

CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

1. There are LGBT professionals in male-dominated professions. LGBT individuals comprise a significant part of the labor force. Every day, they go to work to make an honest living to support themselves and their families and help the economy grow along the way. But far too many go to work with the fear that they will lose their job based on factors that have nothing to do with their job performance and ability.

2. Informants have expectations that are positive. Contrary to what they expected, people around them learned to treat them well and entrust them with their jobs.

3. Even where legal protection is in place, the reality is that many LGBT workers still face considerable discrimination. The informants experienced being stereotyped, denied of work, name called, given derogatory remark and hate speech. The most common violation or prejudice experience that they have is antilocution.

4. Ignoring and disregarding are effective ways to deal with expected violations. Violations experienced by the informants served as their motivator to do better and be on top.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the researcher offers the following recommendations:

1. Discrimination is still experienced by the LGBTQ community regardless of their profession or educational attainment, policy makers should look into drafting guiding principle that will protect the LGBT rights since these victims have no legal recourse to rectify their grievances.

2. Different agencies should continue hiring individuals regardless of their gender/sexual orientation or sexuality. LGBTs deserve to share the same professional arena with the known 'straight' individuals because it is the ability that matters not the sexuality. Employees regardless of their gender should embrace inclusion and diversity. Formulate policies promoting equality for LGBT workers fare better.

3. The government may device a campaign program to educate people regarding diversity in gender in the society.

4. Local officials may enact local ordinances to prohibit discrimination on the basis of sexual orientation and gender identity, including in education, employment, health care and public accommodations. They may promulgate implementing rules and regulations to ensure that existing anti-discrimination ordinances are applied and enforced. They may authorize funding or any necessary support for comprehensive sexuality education in schools.

5. Companies should promulgate guidelines instructing personnel to respect the gender identity of employees with regard to dress codes, access to facilities and participation in different activities. There should be support; employment protections and workplace fairness for LGBT workers. There should be a supportive workplace climate.

6. This study may serve as reference for future researchers who will conduct the same study or may serve as database that may serve as their guide. Future researchers may replicate this study and add other variables which they deemed contributory to identifying the expectations and violations experienced by the LGBT professionals; they may also consider the inclusion of more informants.

OTHER RECOMMENDATIONS

The following suggestions and requests were shared by the LGBT professionals:

a. Fair and equal treatment

b. LGBTQ should stay strong and should respect themselves first to gain respect from others

c. LGBTQ should be loved and accepted by the society and should not be humiliated

d. LGBTQ should know their rights and limitations

e. Stay firm and stand for what is right but do not cross lines; live a normal and productive life

f. Serve and help people especially those in need despite one's sexual preference

g. Always believe in fairness and equality; continue to strive until these are achieved

h. Act professionally; there is nothing wrong if one is gay or not

i. Be professional

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ONLINE INFORMATION SYSTEM (OIS) FOR PUBLIC HIGH SCHOOLS IN BOHOL

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ABSTRACT

Online Information System (OIS) for Public High Schools in Bohol is a web-based system which provides a systemic and organized way of enrolling new/old students, sectioning per year level, scheduling of subjects of students/teachers, recording of grades and attendance per grading period and generating accurate reports like class list, grade sheet, list of outstanding students and other academic reports. The system can be accessed through the internet. The study was chosen because the researchers want to help solve the difficulties experienced by the schools due to its manual operations. Thus, the main purpose of the study is to develop an Online Information System for Public High Schools in Bohol. The study also aims to identify the processes involved in the present system that needs improvement, to identify solutions to the problems of the existing system and to develop a systematic way of generating reports like class list, grade sheet, honor roll and other academic reports of the students. The Waterfall Model was used in developing the system for it has clearly defined stages, easy to understand and the processes are well- documented. HTML5, CSS3, JavaScript with AJAX and jQuery, and Bootstrap 3.3.7 were used in developing the front-end of the system while PHP and MySQL were used for the back-end and Chrome, Sublime Text and Wamp Server were the applications utilized in developing the system. Information-gathering was done through interviews, observations, asking of sample forms and readings from various references and materials. To ensure that the system meets the requirements needed, direct users of the system were requested to conduct the testing processes and each module was tested repeatedly and successfully. To further enhance the system, the following were recommended: improve the security of the system, provide a way to evaluate teacher's performance, and come up with instant notifications via email or SMS.

Keywords: Asia, High Schools, Information System in Education, Information Technology, Philippines

INTRODUCTION

Technological advancements have contributed to the progress of all types of industry. As technology continues to advance, computer technologies become a need for people's daily life. Right now, computers are being accessed and used everywhere whether at work, at school, or even at home. Daily tasks now greatly depend on the utilization of information provided through computers. Education and office works require computers to perform great number of tasks efficiently in an automated way. It reduces human errors and processing time; thus, it can increase productivity.

A concrete example of a technological advancement is the rise of information system. Information system provides ways of working with data and information whether storing, retrieving or processing it. This helps to create a system with well-integrated processes that can perform much faster and more rate than the manual system. In the field of education, researchers and theorists have focused intensively in recent years on examining the concepts and use of information in assisting administrators, teachers, students and parents (Tosun and Baris, 2011). Schools, like any other organization used to manage all sorts of data and information to ensure attainment of its goals and objectives. Continuing innovation in technologies can lead to organizational changes that range from improvement of day-to-day operation to meeting the needs of end users (Forman

accurate than the manual system. In the field of education, researchers and theorists have focused intensively in recent years on examining the concepts and use of information in assisting administrators, teachers, students and parents (Tosun and Baris, 2011). Schools, like any other organization used to manage all sorts of data and information to ensure attainment of its goals and objectives. Continuing innovation in technologies can lead to organizational changes that range from improvement of day-to-day operation to meeting the needs of end users (Forman et al, 2007). Many schools today have adapted this innovation in the offering of their services.

There are still many schools that have yet to adapt an automated system. One would be public High Schools located in the Province of Bohol. The schools offer education for Jumior high school students from grade 7 to 10, mostly operating and funded by the Department of Education. During enrollment period, enrollment forms are filled up, collected and stored in cabinets along with the enrollment requirements submitted. The enrollment period usually starts on the month of May to June for public high schools and July to August for high schools in the state colleges. Most schools have more than one (1) section per year level and each section is given a name. The schools currently has minimum of hundred students with staff including the principal. The number of students is around forty (40) to fifty (50) per section. The schools has four (4) major exams in a school year and eight (8) core subjects per year level with one (1) or two (2) elective subjects following the K-12 Basic Education Curriculum. Standard grading system has been used in the schools. Honor students of each year level are titled as "With highest" with an average grade of ninety-eight (98) to one hundred (100), "With higher" with an average grade of ninety-five (95) to ninety-seven (97) and "With high" with an average grade of ninety (90) to ninety-four (94).

Through the interviews that the researchers have conducted with some faculty and staff of some schools, the proponents have learned that the manual system of enrollment is slow and very time consuming. During enrollment period, the records of students are checked one by one and the staff has to go over the records of each student making the process slower. It becomes complicated because the records of the students are duplicated with different information due to the inefficient way of storing them. Thus, there is a need for an Online Information System (OIS) for public high schools in Bohol.

An online information system is a web-based information system which stores and manages student personal information and academic records for Grade 7 to 10. The proposed system is online as requested by the school staff since they want to access the system even if they are away from school. The system will hopefully provide a systemic and organized way of handling enrollment of new and old students, sectioning per year level, scheduling of subject of students and teachers, recording of grades and attendance per grading period and generating accurate reports like class list, grade sheet, honor roll and other academic reports. The system can be accessed by the users through the Internet.

OBJECTIVES OF THE STUDY

The main purpose of the study is to develop an Online Information System (OIS) for Public High Schools in Bohol.

The study aims to accomplish the specific objectives:
1. To identify the processes involved in the present system that needs improvement.
2. To identify solutions to the problems of the existing system.
3. To develop a systematic way of generating reports like class list, grade sheet, honor roll and other academic reports of the students.

METHODOLOGY

For the development of the system, relatively linear sequential life cycle model also referred to as the Waterfall Model was utilized. The waterfall model emphasizes that a logical progression of steps to be taken throughout the software development life cycle, much like the cascading steps down an incremental waterfall. It illustrates the software development process in a linear sequential flow. This means each phase must be completed before the next phase can begin and there must be no overlapping in the phases. It is very simple to understand and use.

each phase must be completed before the next phase can begin and there must be no overlapping in the phases. It is very simple to understand and use.

Through its simplicity and ease of use, the researchers have decided to utilize the Waterfall Model. The linear sequential model suggests a systematic sequential approach to software development that begins at the system level and progresses through requirement analysis, system design, implementation, testing, deployment and maintenance.

In "The Waterfall" approach, the whole process of software development is divided into separate phases. In this Waterfall model, typically, the outcome of one phase acts as the input for the next phase sequentially.

The following illustration is a representation of the different phases of the Waterfall Model:

Fig-ure
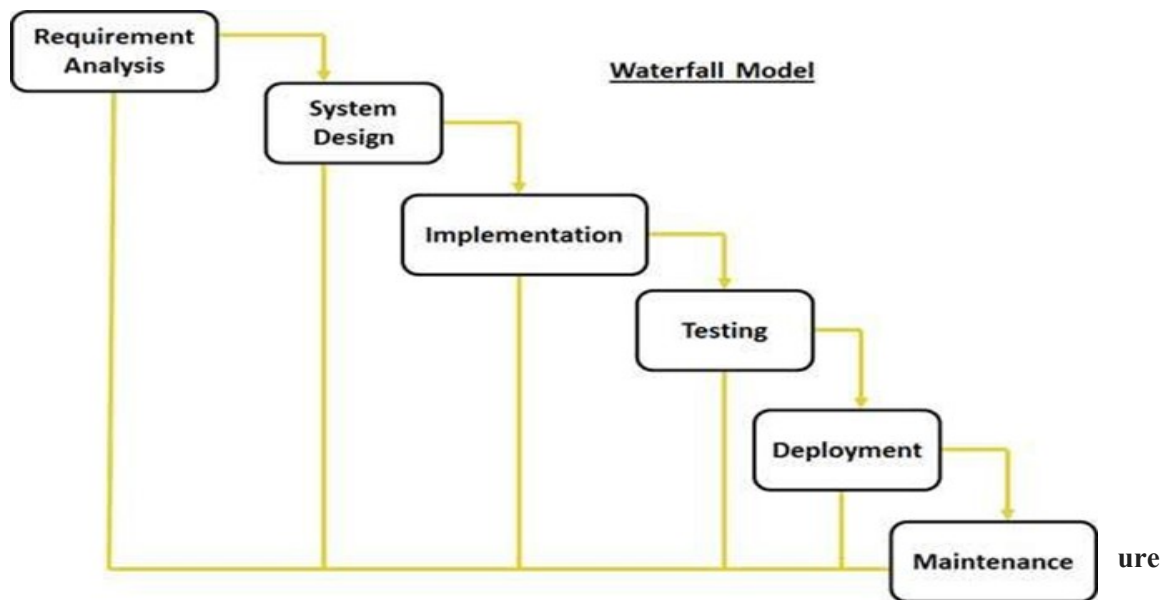
1.Waterfall Model

HTML5, CSS3, Javascript with Ajax and jQuery, and Bootstrap 3.3.7 were used in developing the front-end of the system while PHP and MySQL were used for the back-end of the system.

Hypertext Markup Language 5 or *HTML5* is the language for the structure and presentation of World Wide Web contents. Cascading Style Sheets 3 or *CSS*3 is a style sheet language used for describing the presentation of a document written in a mark-up language. Although most often it is used to *set* the visual style of web pages and user interfaces written in HTML and XHTML.

JavaScript is an object-oriented computer programming language commonly used to create interactive effects within the web browsers. Asynchronous **J**avaScript **a**nd **X**ML or AJAX is the method of exchanging data with a server, and updating parts of a web page – without reloading the entire page. It uses combination of a browser built-in XMLHttpRequest object to request data from the web server and JavaScript and HTML Document Object Model or DOM is for the display or use the data. jQuery is a cross-platform JavaScript library designed to simplify the client-side scripting of HTML. Bootstrap 3.3.7 is a free and open-source front-end library for designing websites and web applications. It contains HTML and CSS based design templates for typography, forms, buttons, navigation and other interface components, as well as optional JavaScript extensions. PHP is a server-side scripting language designed for web development but also used as a general-purpose programming language. MySQL is a relational database management system based on SQL – Structured Query Language. The software used in developing the system is Sublime Text. It is a proprietary cross-platform source code editor with a Python application programming interface (API). It is a tool in developing the front-end and back-end of the system.

The WampServer 3.1.0 for the DBMS (database management system) was utilized. The Wampserver which consist of phpMyAdmin as a MySQL connector was used to create the system's database for data storage and data retrieval. Chrome Browser 62.0.3202 was used for its DevTools feature which can simulate the behavior of the web pages on various mobile devices, as well as debugging and figuring out why certain modules that have been designed doesn't work as planned.

Other information-gathering was done through interviews, observations, asking of sample forms and readings from various references and materials.

CONCLUSION

After conducting the study, the researchers were able to identify the processes involved in the present system that needs improvement and enhance it, identify solutions to the problems of the existing system, and developed a systematic way of generating reports like class list, grade sheet, honor roll and other academic reports of the students. All of which resulted in a system that is capable of processing mentioned tasks above as a responsive web application. The following are the conclusion of the study:

1. The tentative testing phase was helpful in determining the points for improvement and it also enhanced the capability of the program. This served as a guide to the researchers in meeting the requirements and functionalities of the system. To ensure that the system functions well and have met the requirements needed, the testers performed testing repeatedly. Each module was tested according to their functionality and the outputs assessed successfully.
2. OIS for Public High Schools in Bohol can perform the following capabilities, thus providing alternative solutions to the problems identified:

Students

- Capability to view his/her personal information.
- Capability to monitor and view grades and academic progress.
- Capability to view his/her schedule and attendance records.
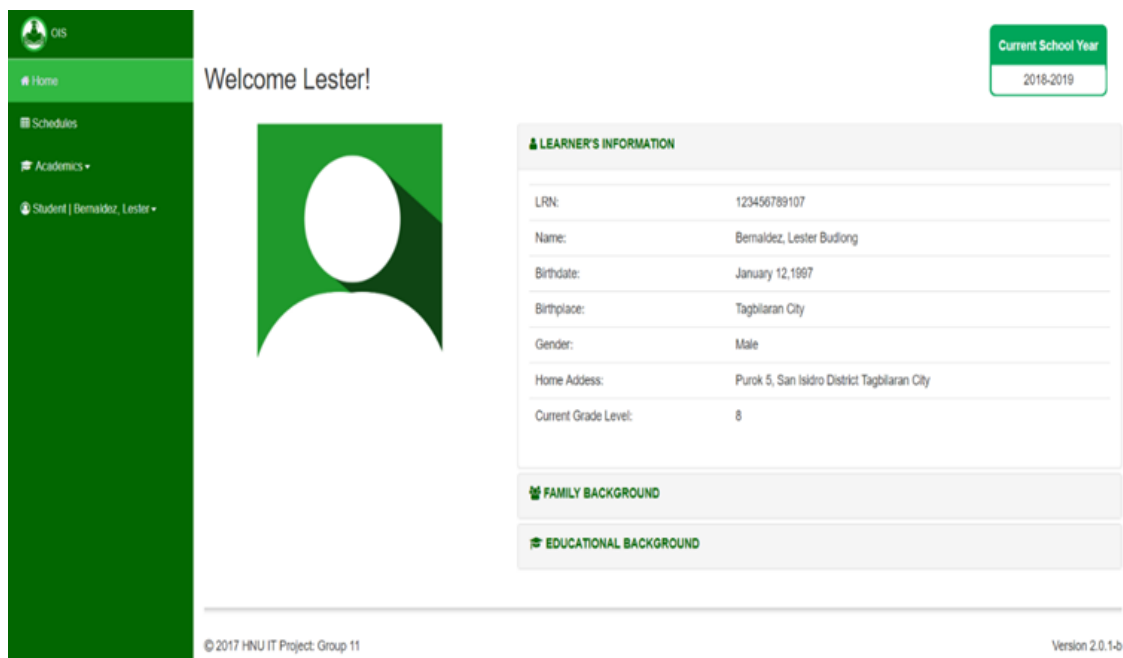
Faculty/ Teachers

•Capability to handle registration and enrollment requests from transferees, old students and re-turnee.
•Capability to view and search student personal information and academic records.
•Capability to view schedule of handled subjects.
•Capability to view his/her class list of the assigned subjects and assigned section.
•Capability to record student's grade of an assigned subject.
•Capability to record attendance of the assigned section.
•Capability to generate class list, grade sheet, assigned schedules and honor roll reports.

Faculty – **Home page**

Registrars & Principals

•Capability to manage and approve student enrollment requests.
•Capability to monitor and view lacking enrollment requirements of a student.
•Capability to add, view, search and update student information and academic records.
•Capability to add, update, view and search Faculty/Teacher records.
•Capability to add, view and update section of a particular year level.
•Capability to distribute enrolled students in sections of a particular year level.
•Capability to assign a faculty as adviser of a section of a particular year level.
•Capability to add, search, view and update subjects and its schedules.
•Capability to assign teacher to a subject schedule.
•Capability to record and update credited records of a student.
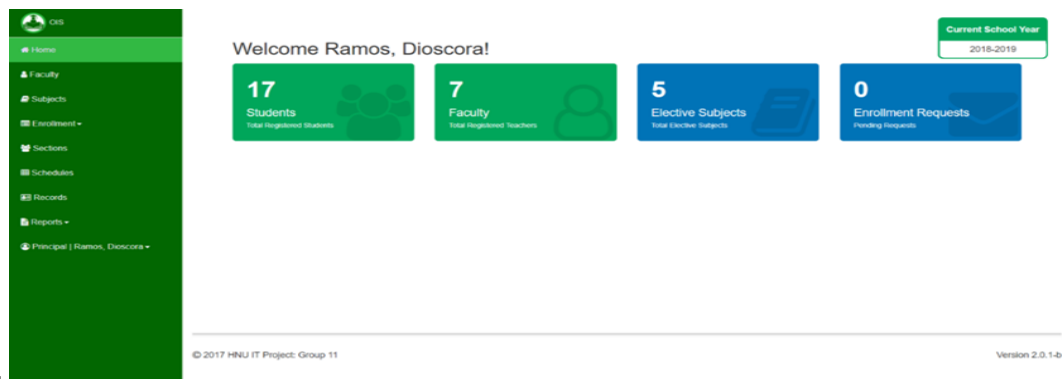
Princi- **pal/ Registrar (Admin) – Home page**

3. The system can generate class list, grade sheet, honor roll, schedule, form 138 or report card and post-school documents (such as form 137 or academic record of a student and good moral certificate) upon request.

Class **List PDF**

Grade PDF **Sheet**

Schedule **PDF**

RECOMMENDATIONS

To further enhance the system, the researchers have come up with some recommendations for the proposed system:

- Enhance security of the system by switching from normal HTTP to Secure HTTPS (SSL Certificate) as well as utilizing a Website Security Seal with Malware Detection.
- Provide a way to evaluate teacher's performance by adding student's feedback of their assigned teachers.
- Develop a way to improve communication through instant notifications and alerts via email, SMS or push messages to keep the users informed.
- A validation study should also be conducted by the researchers to commence operation of the system.

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COMPLIANCE TO THE UTILIZATION OF GENDER FAIR LANGUAGE IN A SELECTED STATE UNIVERSITY

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ABSTRACT

This study aimed to determine the extent of compliance to CSC Memorandum Circular No. 12, s. 2005 on the use of gender fair language in all official documents, communications, and issuances along teachers' proficiency, availability of reading and learning materials and administrative support as self-perceived by faculty of PSU Lingayen Campus, C.Y. 2017-2018. The respondents are the 127 faculty with different positions from six colleges of PSU Lingayen Campus. A researcher-made questionnaire, validated by experts was used in the collection of data. Frequency counts, percentage, average rating, and rank system were utilized to analyze the results. Findings reveal that majority of the faculty were female, married, below 35 years old, have less than eight years of service and more have not attended gender fair language trainings and seminars. The faculty have very high percentage of compliance to the use of gender fair language along teacher's proficiency and administrative support; and high percentage on availability of reading materials. Moreover, the faculty have encountered problems such as lack of available textbooks, lesson guides and learning materials on gender fair language, and adherence to traditional forms of pronouns and exclusive words. Furthermore, the faculty have enjoyed learning and using gender fair language in academic and non-academic communication.

INTRODUCTION

Language is a very essential tool in communication. It articulates consciousness, reflects culture, and affects socialization. It also shapes thoughts, perceptions and attitudes and, thus plays a very crucial role in promoting gender awareness and consciousness. Hence, the need to recognize the importance of transforming language from traditional usage to a more liberating one, that which is gender-sensitive (CSC MC No.12, s.2005)

As mentioned by the National Council of Teachers of English (NTCE), the use of the so-called gender fair language has been strongly promoted, and that language reform reflects the assumption that language, here gender fair language, is a tool to influence people's gendered perception of reality.

According to Kintanar (1998), gender fair language refers to the use of words, terms and expressions in language, which show gender fairness, and treats women equally as men, and usually denotes terms that don't discriminate against any sex.

Biong (2004) revealed that in the Philippines alone, gender-related issues are the crux of discussion in fora and symposia to address the growing concerns of women in the society. One concern which caught the attention of advocates of gender equality is the way people use language. According to them, society's "gendered communication" contributes to undue discrimination of women. Language has been an instrument of men in order to perpetuate their superiority over women. Irrefutably, male power is reflected in numerous aspects of language.

an instrument of men in order to perpetuate their superiority over women. Irrefutably, male power is reflected in numerous aspects of language.

The Civil Service Commission in its effort to further promote gender sensitivity in the bureaucracy encouraged civil servants to use non-sexist language in all official documents, communications and issuances. This is based on the belief that by making a conscious effort to avoid implicit and explicit discriminatory language against women or men in print, government workers would in time imbibe a more gender-sensitive perspective in the workplace. (CSC MC No.12, s.2005) The US Education Amendments of 1972 also states that no institution may use or distribute any publication that suggests, by text or illustration that treats applicants, student or employees differently on the basis of sex.

Rikken, (2014) stressed that gender inequality and insensibility still prevail in the workplace, community, home and even in political institutions and in academe despite the existence of these laws. She emphasized that, it is important to implement Republic Act 9710, Magna Carta of Women, and other legislations that address lack of equality between women and men, and gender discrimination in the Philippines.

The Magna Carta of Women (RA 9710) sets the policy for eliminating gender discrimination in education, scholarship and training. RA 9710 section 13 (a) ensures that gender stereotypes and images in educational materials and curricula are adequately and appropriately revised, and that gender-sensitive language shall be used at all times.

As stated in the PCW MC No.2014-06, in recognition of the use of gender fair language as the first benchmark of gender sensitivity, the Civil Service Commission continuously undertakes gender mainstreaming activities, taking extra efforts in promoting gender sensitivity in the bureaucracy. Moreover, Gender and Development (GAD) perspectives have been integrated in the conduct of Civil Service examinations partly through the use of non-sexist language in the test items. This has led the Commission's active campaign on the use of gender fair language.

Since government employees and officials encounter gender issues every day, the use of non-sexist language in preparing letters, memoranda, and other issuances, will encourage them to make a conscious effort to avoid implicit and explicit discriminatory language against women or men and will help promote gender sensitivity in the bureaucracy (CSC MC No.12,s.2005).

The fact that sexist language is somewhat an under-researched field, and despite the existing laws, circulars and promulgations being implemented, and while there has been growing observance on the use of gender sensitive language in government documents, still it has been observed that sexist language and terms are used in official documents, communications, issuances, existing laws, and in some proposed legislative measures.

STATEMENT OF THE PROBLEMS/OBJECTIVES

The study aimed to determine the extent of compliance to Civil Service Memorandum No. 12,s.2005 on the use of gender fair language in all documents, communications, letters, and issuances along teacher's proficiency, availability of reading and learning materials and resources, and administrative support as self-perceived by the faculty of PSU Lingayen Campus, C.Y. 2017-2018.

Specifically, it aimed to determine the conceptual tag of the faculty in terms of sex, civil status, age, number of non-sexist language trainings, conferences, and seminars attended, and number of years as faculty; determine the extent of compliance to CSC Memorandum Circular No. 12, s. 2005 on the use of gender fair language as self-perceived by the faculty in terms of teacher's proficiency, availability of reading/learning materials/resources, and administrative support; the problems encountered by the faculty in compliance to CSC Memorandum Circular No. 12, 2. 2005 and the benefits derived from observing the guidelines of the CSC Memorandum Circular No. 12, s. 2005.

REVIEW OF LITERATURE

Language is part and parcel of culture. It encodes and transmits cultural meaning and values to our society. According to **Fowler** (1986), children learning a language absorb the cultural assumptions and biases underlying language use and see these as an index to their society's values and attitudes. Social inequity reflected in language can thus powerfully affect a child's behavior and beliefs: As explained by CAW (2005), non-sexist language has the potential to change the way people think about cultural norms and gender roles. People have been conscious of the continued use of sexist language in today's society and have been interested in discovering the sources of resistance to change, he further stressed.

Sczeshy (2013), postulated that gender fair language aims at reducing the gender stereotyping and discrimination. It also promotes the sexual division among men and women, where the principles of neutralization and feminization emerged. By neutralization, it means the replacement of masculine forms with gender unmarked forms and the feminization as the application of feminine forms to make the femininity visible. These two principles contribute as the approach to empty the equality between men and women into the treatment and into language as making it gender fair. Gender fair language has the capability to make major contributions to the reduction of gender stereotyping and discrimination.

In the study of **Kintanar** (1998) there are three key words in conceptualizing sexism in the Philippines, these are: culture, socialization and stereotyping. Philippine culture is mixed culture from the years of colonization wherein the culture imposed the patriarchy or the domination of men over women in languages, values and attitudes. According to **Anderson** (1983) as cited by Kintanar, socialization gives definition of ourselves, it defines the external world and our place within and it provides definition of others and our relationship with them. The gender intends to limit the ability of the person like the women as they are known as naturally weak, vulnerable and passive. Stereotyping contributes to sexism as it creates boundaries and limitations in education, occupation and in lifestyle of both sexes. The male stereotype formed an image of superiority and toughness, while the female seemed to be soft, delicate and weak.

Sarrasin, et.al. (2000) in their study "Sexism and Attitudes Toward Gender-Neutral Language", examined the relationship between three forms of sexism-(Modern, Benevolent, and Hostile;) and two components of attitudes toward gender-neutral language-(Attitudes toward gender-related language reforms and Recognition of sexist language) across different contexts. They found that across all contexts modern and hostile sexist beliefs were related to negative attitudes toward gender-related language reforms, while benevolent sexist beliefs were related to positive attitudes. Recognition of sexist language was significantly related to modern sexism only.

Yanquiling's (2007) study entitled, "Language Sexism in English Newspapers" revealed that all the categories of language sexism exist in three newspapers. This includes Category 1 (language that excludes women or renders them invisible); Category 2 (language that trivializes women); Category 3 (language that disparages or marginalizes women); Category 4 (language that fosters unequal gender relations); Category 5 (gender polarization of meaning); Category 6 (lexical gaps); Category 7 (hidden assumptions) and Category 8 (male-centered view metaphors). According to **Vervecker**, (2012), gender fair language is both an expression of a person's commitment to gender equality and an effective tool actively contributing to more gender balanced perceptions and motivation towards gender-stereotype domains.

METHODOLOGY

This study utilized a descriptive method which assessed which teacher's compliance to the utilization of gender fair language in all documents, communications, letters and issuances along teacher's proficiency, availability of reading/learning materials and resources, and administrative support; the problems encountered and the benefits derived in compliance thereof.

The respondents of the study are 127 faculty with different positions chosen via simple random sampling. A researcher-made questionnaire composed of 4 parts and validated by experts was used to gather data needed.

Part I gathered data on the conceptual tag of the faculty; Part II contained different indicator-statements which measured the respondent's extent of use of gender fair language in all official documents, communications, letters and issuances along teacher's proficiency, availability of reading/learning materials, and administrative support. Part III dealt on the indicator-statements which determined problems encountered in the use of gender fair language; and Part IV consisted of indicator-statements on the benefits derived from the use of gender fair language on the same. Frequency counts, percentage, average rating, and rank system were used to statistically treat the data.

FINDINGS

CONCEPTUAL TAG OF THE RESPONDENTS

Table 1 presents the conceptual tag of the respondents according to sex, age, civil status, number of non-sexist language trainings, conferences and seminars attended, and number of years as faculty.

Table 1
Conceptual tag of the Faculty-Respondents
N=127

Profile Variables	Frequency (N=127)	Percentage (%)		Frequency (N=127)	Percentage (%)
a. Sex			d. Number of Non-sexist language trainings, conferences seminar attended		
Female	71	55.9	None	46	36.2
Male	56	44.1	One (1) training	42	33.1
b. Civil Status			Two (2) training	33	26.0
Married	76	55.8	Three (3) training	0	0
Single	48	37.8	Four (4) training	5	3.9
Widowed	2	1.6	Five (5) training	1	.8
Separated	1	0.8	e. Number of years as faculty (average- 8.40 years)		
c. Age (median=35)			Below Average	84	66.1
Below median	66	52.0	Above Average	43	33.9
Above median	61	48.0	1-4	56	44.1
20-24	15	11.8	5-9	29	22.8
25-29	28	22.0	10-14	14	11.0
30-34	16	12.6	15-19	9	7.1
35-39	24	18.9	20-24	14	11.0
40-44	16	12.6	25-29	3	2.4
45-49	11	8.7	30-34	2	1.6
50-54	4	3.1			
55-59	13	10.2			

The female respondents dominated more than the male with frequencies of 71 or 55.9 percent to 56 or 44.1 percent. Most of the faculty are married with the frequency of 76 or 55.8 percent. Some of them are single with 48 or 37.8 percent; 2 or 1.6 percent, widowed; and only one or .8 percent is separated. Regarding age, majority of them are aged 35 years below with frequency of 66 or 52 percent; while 61 or 48 percent are 36 years old above. These essential data implied that most of the faculty respondents are matured enough to handle teaching job. On the number of non-sexist language training/seminars attended, 46 percent respondents or 36.2 percent have not attended any; 42 or **33.1** percent have attended only one; 33 or 26 percent have attended 2; 5 or 3.9 percent with 4 trainings attended; 1 or .8 has attended 5; while none has attended 3 trainings. On the length of service as faculty, most of the respondents have less than 8 years with frequencies of 84 or 66.1 percent; while 32 or 33.9 have more than 9 years of service as faculty. These important data inferred that the respondents are still young in the teaching profession.

EXTENT OF COMPLIANCE TO CSC MEMORANDUM CIRCULAR
NO. 12, S. 2005 ON GENDER FAIR LANGUAGE USE
ALONG THREE ASPECTS

The extent of compliance to CSC Memorandum Circular No. 12, series of 2005 was determined in terms of indicator-statements describing teacher's proficiency, availability of reading/learning materials/resources and administration support.

Table 2
Extent of Compliance to CSC Memo Circular No. 12, s.2005 as self-perceived
by the Faculty-respondents in terms of teacher's proficiency

Indicator-Statements	Percentage of Compliance	Rank	Description
The teacher ….			
delivers accurate and updated content knowledge observing the identified guidelines of gender fair language use.	85.06	1	Very High
explains learning goals, instructional procedures and subject matter content clearly and accurately to students observing the identified guidelines of using gender fair language.	84.87	4.5	Very High
links the gender fair language content with past and future lessons.	84.17	9	Very High
aligns the lesson objectives, teaching methods, learning activities and instructional materials/resources observing the use of gender fair language appropriate to the learners	84.57	6	Very High
employs different teaching strategies and methodologies in teaching subject matter content observing the identified guidelines on gender fair language use.	84.97	3	Very High
engages and sustains learners interest in gender fair language use by making content meaningful and relevant to them	84.87	4.5	Very High
sets objectives in gender fair or non-sexist language used that are within the experiences and capabilities of learners	84.37	8	Very High
utilizes varied designs, techniques and various communicative activities employing the guidelines of using gender fair language suited to the different kinds of learners	84.43	7	Very High
recognizes multi-cultural background of learners when providing learning opportunities in the proper use of gender fair or non-sexist language	85.41	2	Very High
adopts strategies and techniques in the proper use of the guidelines of gender fair or non-sexist language to address needs of differently-abled learners.	83.80	10	Very High
Overall rate of teachers proficiency: 84.65% (Very High)			

Teacher's Proficiency

The overall rating of 84.65 percent indicated the respondent's **very high** percentage of compliance to CSC Memo Circular no.12, 2005 on gender fair language use along aspect **teacher's proficiency.**

Among the top 3 indicator – statements along aspect **teacher's proficiency** which are measured in terms of percentage and rank are: *"Delivery of accurate and updated content knowledge observing the identified guidelines of gender fair language use"* was rated **very high** by faculty with a percentage of 85.06 completion, rank 1 implying good performance of the faculty. However, 15 percent is still needed to improve the use of gender fair language in this area. Indicator statement 2, *"the teacher recognizes multi-cultural background of learners when providing learning opportunities in the proper use of gender fair language"* was also rated **very high** with 85.41 percentage of compliance reflecting that respondents are proficient in this area, rank 2; and indicator-statement 3, *"the teacher employs different teaching strategies and methodologies in teaching subject matter content observing the identified guidelines on gender fair language use"* was likewise rated by the respondents **very high** with 84.97 percentage of compliance, rank 3.

Similarly, the other indicator-statements were rated **very high**, except indicator-statement *"the teacher adopts strategies and techniques in the proper use of the guidelines of gender fair language to address needs of differently-abled learners"*, which was least complied.

Generally, the **very high** percentage of compliance to CSC Memo No.12, s.2005 inferred that faculty-respondents are proficient in the use of gender fair language.

Availability of Reading/Learning Materials

One of the major problems that schools have been facing throughout the years is the limited supply of books and other reading and learning materials on gender fair language.

However, in Pangasinan State University, with the creation of the PSU Urduja GAD Resource Center, reading and learning materials on GAD are made available to cater to the needs of the faculty and students.

Table 3

Extent of Compliance to CSC Memorandum Circular No. 12, s. 2005 as self-perceived by the faculty in terms of availability of reading and learning materials and resources

Indicator-Statements	Percentage of Availability	Rank	Description
There are…..			
1. programmed supplies and materials provided by the school for the instruction of gender fair or non-sexist language.	80.87	1	Very High
2. instructional resources and materials for gender fair language which are provided to the teachers to facilitate teaching-learning needs.	80.11	3	Very High
3. reading materials and resources for gender fair or non-sexist language instruction which are equipped in the school	80.55	2	Very High
4. school facilities for gender fair or non-sexist language instruction which are upgraded to increase attainment of learning objectives.	79.28	5	High
5. teaching aids, devices and resources for gender fair or non-sexist language subject.	79.10	7	High
6. teaching aids and devices in gender fair or non-sexist language for every learning area.	78.54	9	High
7. textbooks and other print materials in gender fair language readily available for the teachers and students.	79.26	6	High
8. teacher's journal, manual and lesson guide in gender fair language.	78.98	8	High
9. supplemental books for gender fair language.	79.29	4	High
10. dictionaries and other language books on gender fair language based.	78.23	10	High
Overall proportion of availability: 79.42% (High)			

Generally, on the aspect of **availability of reading and learning materials**, the respondents rated it **highly available** evidenced by an overall proportion of availability of 79.42 percent.

Particularly, the top 3 statements indicating availability of reading and learning materials are determined in terms of percentage and rank to wit: "programmed supplies and materials provided by the school for the instruction of gender fair language" was rated **very high** with 80.87 percentage of availability, rank 1; indicator statement "reading materials and resources for gender fair language instruction which are equipped in the school" was also rated **very high** with 80.55 percentage of availability, rank 2; and indicator statement, "instructional resources and materials for gender fair language which are provided to the teacher to facilitate teaching-learning needs", was likewise rated **very high** with percentage of availability of 80.11, rank 3.

The remaining statements indicated **high** percentage of availability of reading and learning materials on gender fair language. These basic data can reinforce the understanding and learning of the students especially so that gender fair language is still new in the language instructional component.

Administrative Support

Table 4 presents the extent of compliance of the respondents to CSC Memorandum Circular No. 12, s. 2005 along aspect **administrative support**.

Table 4
Extent of Compliance to CSC Memorandum Circular No. 12, s. 2005
as self-perceived by the Respondents along
aspect **administrative support**

Indicator-Statements	% of Administrative Support	Rank	Description
The school and other stakeholders….			
sustain development program based on identified needs/ priorities of teachers in the use of gender fair or non-sexist language.	82.92	1	Very High
adopt an objective system of selecting deserving teachers to be granted scholarship, fellowship, and training grants to further develop their skills in the use of gender fair language.	82.20	4	Very High
periodically conduct in-service trainings for teachers to update themselves in the use of the gender fair or non-sexist language use.	82.38	2	Very High
provide instructional materials for gender fair or non-sexist language use.	81.63	5.5	Very High
provide technical support for the teachers in gender fair language use.	81.00	8	Very High
provide classrooms conducive for remedial/supplemental classes for gender fair language subject.	79.89	10	High
procure the required instructional resources and materials for the gender fair language use and instruction.	80.13	9	Very High
establish linkages with other organizations for additional support for instructional needs to strengthen gender fair language use.	82.31	3	Very High
provide guidance on gender fair language use inquiry and difficulty.	81.14	7	Very High
recognizes teachers' teaching skill in the use of gender fair language in various forms of communication, letters and documents.	81.63	5.5	Very High
Overall rating for support: 81.52 % (Very High)			

It is revealed in Table 4 that the overall rating given by the respondents along aspect **administrative support** was **very high** evidenced by a percentage of 81.52. The essential data mean that the PSU Administration has very high support to the use of gender fair language in all forms of communication

The top 3 indicator-statements most complied by the Pangasinan State University along administrative support are measured in terms of percentage and rank are: indicator-statement: "sustain development program based on identified needs/priorities of teachers in the use of gender fair language" was rated **very high** with percentage of support of 82.92, rank 1; indicator-statement "periodically conduct in -service trainings for teachers to update themselves in the use of gender fair language," was graded **very high** with 82.38 percentage of support, rank 2; and indicator-statement "establish linkages with other organizations for additional support for instructional needs to strengthen gender fair language," was rated **very high** evidenced by percentage of administrative support of 82.31, rank 3.

The other indicator-statements were also given **very high** percentage of administrative support, except statement "provide classrooms conducive for remedial supplemental classes for gender fair language subject" which was rated least percentage of support of 79.89 percent rank 10.

The results implied that in some areas the support given by the administration in compliance to CSC Memo No.12, 2005 is **very high**, while only one area was given high support.

PROBLEMS ENCOUNTERED BY THE RESPONDENTS IN COMPLIANCE TO CSC MEMORANDUM CIRCULAR NO. 12, S. 2005 ON GENDER FAIR LANGUAGE USE

This part of the study presents some possible problems encountered by the respondents in compliance to CSC Memorandum Circular No. 12, s. 2005 on gender fair language use.

Table 5
Problems Encountered by the Faculty of PSU Lingayen Campus for the
SY 2017-2018 in compliance to CSC Memorandum
Circular No. 12, s. 2005

Indicator-Statements	Frequency (N = 127)	%	Rank
Lack of teacher's competence in using gender fair language in writing, speaking and teaching.	40	31.50	7
Lack of available learning materials on gender fair language use.	65	51.18	2
Lack of administrative support on gender fair language use	42	33.07	6
Teacher's inadequate knowledge on preparation and presentation of the lesson using gender fair language	37	29.13	9
Lack of available textbooks and lesson guides for gender fair language use.	66	51.97	1
Teacher's adherence to traditional or stereotype forms of pronouns and other exclusive words.	51	40.16	3
Prevalent use of sexist language in some official documents, communications, letters and issuances.	44	34.65	4
Teacher's resistant to change to embrace gender fair language use.	38	29.92	8
Lack of support in the administrator's plans, programs and activities in compliance to CSC Memorandum Circular No. 12, s, 2005.	33	25.98	10
General resistance as it is unfamiliar to teachers and may be perceived as the fluency of everyday speech.	44	34.65	4

Table 5 presents the top 3 problems encountered by the respondents in compliance to CSC Memo Circular No.12,s.2005 on gender fair language use measured in terms of percentage and rank: indicator-statement "*lack of available textbooks and lesson guides for gender fair language use*," was experienced by 66 respondents or 51.97 percent, rank 1; Statement "lack of available learning materials on gender fair language use," was encountered by 65 or 51.18 percent respondents, rank 2; and Statement "teacher's adherence to traditional stereotype forms of pronoun and other exclusive words" was experienced by 51 or 40.16 percent respondents, rank 3.

The problem on the shortage of books and other learning materials has been on the list even in the old program. It was triggered more as new academic programs and the use of gender fair language was implemented.

On the issue on "teacher's adherence to traditional/stereotype forms of pronouns and other exclusive words," this problem cropped up because teachers of medial age are somewhat resistant to change and still continue the conventional style of teaching linguistic aspect of grammar and terminologies. This problem may have been aggravated by the lack of attendance and participation of teachers on training/seminars along Gender Fair language use.

BENEFITS DERIVED FROM OBSERVING THE GUIDELINES OF CSC MEMORANDUM CIRCULAR NO. 12, SERIES OF 2005 ON GENDER FAIR LANGUAGE USE

Academically, eliminating sexist language is an important initial step towards a gender sensitive university. Creating a gender related knowledge base would further the gender sensitivity of the teaching and non-teaching personnel, and students. Writing with non-sexist language is writing to represent with fairness the gender identified in many words.

Table 6
Benefits Derived from Observing the Guidelines of
CSC Memorandum Circular No. 12, s. 2005

Indicator-Statements	Frequency (N = 127)	Percentage	Rank
Enables teachers to enjoy learning and using gender fair language in all forms of academic and non-academic communications.	96	75.59	1
Builds confidence and competence in the use of gender fair language.	85	66.93	6
Deliberate and prolong the use of gender fair language.	78	61.42	10
Empowers teachers to monitor and evaluate their own progress on gender fair language use.	89	70.08	4
Delivers accurate and updated content knowledge in different learning areas thru gender fair language use.	80	62.99	8
Changes the language according to the change in the society.	80	62.99	8
Gender fair language use in correspondence with gender equality and which focuses on the visibility of women.	94	74.02	2
Gender fair use of language contributes to higher level of gender equality.	83	65.35	7
Change the way of treating women in language.	86	67.72	5
Seeks to transform behavior and attitudes that legitimize and perpetuate the moral and social exclusion of woman.	93	73.23	3

Table 6 indicates that the top 3 benefits derived by the respondents from observing the guidelines of CSC Memo Circular No.12, s.2005, which are determined in terms of percentage and rank are: indicator-statement "*enables teachers to enjoy learning and using gender fair language in all forms of academic and non-academic communication*," was perceived by 96 or 75.59 percent respondents, rank 1; Statement *"gender fair language use in correspondence with gender equality and which focuses on the visibility of women"* was sensed by 94 or 74.02 percent respondents, rank 2; and indicator statement "seek to transform behavior and attitudes that legitimized and perpetuate the moral and social exclusion of women," with 93 or 73.23 percent respondents perceiving such benefit. These data implied that gender fair language use minimized unnecessary concern about gender in subject matter content, allowing both the student and teacher to focus on what people do rather than on which sex they happen to be.

CONCLUSIONS

Based on the results and findings of the study, the following conclusions were drawn:

1.   Majority of the respondents were female, married, 35 years old, and have 8 years of service as faculty.
2.   The respondents' capability and interest to learn and apply the gender fair language was enhanced by their very high percentage of compliance to the use of gender fair language along aspects teacher's proficiency and administrative support.
3.   The respondents' fluency in oral and written discourses and greater learning in the academic arena was attributed to the high percentage of availability of reading and learning materials.
4.   The respondents anticipated some crucial problems in compliance to CSC Memo No.12,s.2005; nonetheless, they have enjoyed and appreciated the use of gender fair language and have also enriched their competence and learning on the fluency of gender fair language use.
5.   The program on the use of gender fair language in every aspect of academic endeavors posited a positive outlook as teachers are ready and interested to embrace the change.

RECOMMENDATIONS

The following are the recommendations promulgated based on the results of the study.

1.   Provide continuous trainings, seminars in higher level to keep abreast with continuing program on gender fair or non-sexist language use.
2.   Provide more updated and comprehensive reading and learning materials to cater to the increasing needs and demands of gender fair language instruction and maximize administrative support and make it more sensitive to the needs of teachers.
3.   Formulate Strategic Plan, Monitoring and Evaluation Tool to assure and/or strengthen compliance to the use of gender fair language in all documents, communications, letters and issuances.
4.   Education and Information Campaign involving teachers, students, non-teaching personnel, and community stakeholders in the strict compliance to Civil Service Commission (CSC) Memorandum Circular No. 12, s. 2005 on the proper use of gender fair language in all written and oral activities should be conducted.
5.   The problems encountered in compliance to Civil Service Commission (CSC) Memorandum Circular No. 12, series of 2005 should be addressed by taking in the inputs from various sectors and through cooperative and collaborative efforts and partnerships from the academic environment and community.

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STATUS OF TECHNICAL-VOCATIONAL- LIVELIHOOD (TVL) TRACK DRESSMAKING/ TAILORING IN THE PUBLIC SECONDARY SCHOOLS IN RELATION TO STUDENTS' ACADEMIC ACHIEVEMENT

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ABSTRACT

The main objective of the study was to assess the status of Technical-Vocational-Livelihood (TVL) Track – Dressmaking / Tailoring in the selected public secondary schools in the eastern part of Bohol, School Year 2018-2019. The researcher employed the normative survey-method with the aid of the modified survey questionnaire distributed to overall 207 respondents. It was found out that TVL-Dressmaking/Tailoring laboratory tools and equipment as perceived by the respondents could not suffice the number of students in class and sewing machines are very limited and cannot accommodate students into 1:1 ratio during hands on activities. Moreover, there is no significant relationship between the students' academic achievement and the challenges met, benefits gained and the status of Dressmaking/Tailoring instruction in terms of level of adequacy of tools and equipment and learning competencies taught. Also, there is no significant difference between the perception of the respondents on the challenges met, benefits gained and the status of Dressmaking/Tailoring instruction as to the learning competencies taught and the level of adequacy of tools and equipment. The study recommends that schools offering TVL- Dressmaking/Tailoring should provide shop room to develop the students' skills and have an environment that suits its purpose. The necessary tools and facilities like the sewing machines should be provided by the Department of Education that is 1:1 ratio for teachers and students best performance. Teachers handling TVL- Dressmaking/Tailoring must pursue educational advancement align with their field of specialization. School administrators are encouraged to establish linkages to acquire necessary laboratory tools and facilities.

Keywords: Academic Achievement, Dressmaking, Status, Tailoring, Technical-Vocational-Livelihood, and Track

INTRODUCTION

The more complex the world becomes, the more creative we need to meet its challenges and this is becoming steadily clear in education. The 21st century poses multi☐faceted, strong and interdependent challenges and opportunities for all countries across the globe. These emerging challenges and opportunities have significant implications for education policy☐making and delivery, and need to be reflected in shaping of both national and international effort in educational development (SEAMEO, 2017). In our country, the Department of Education (DepEd, 2012) had pushed for the implementation of the K to 12 Program to develop a holistically evolved Filipino with 21st century skills ready for jobs, entrepreneurship, creation of middle-level skills and higher education. Technical skills are the hard skills that are typically based on livelihood education learned in TLE subjects in which student learn practical skills that are useful in higher education or help them to obtain jobs in industries. Thus, equip them with the necessary training and hands-on to become globally competitive citizen (Gregorio, 2016). Among the learning areas, De Alca (2008) as cited by Jacolbia (2016), stressed that TLE subject is the most ex-

periential and value-laden that provides the Filipino learners the quality time to demonstrate practical and life's skills gained, especially in vocational efficiency. Teaching TLE is even more challenging because it demands broad knowledge of the subject matter, curriculum and standards creativity, love of learning and a desire to make a difference in young minds' lives. T.L.E will serve as their stepping stone in seeking better life and serves as the key to K to 12 Curriculum (Torres, 2014).

DepEd has entered into an agreement with local and foreign chambers of commerce and industries to ensure that graduates of K to 12 will be considered for employment through matching of competency requirements so that 12-year basic education graduates will have the necessary skills needed to join the workforce. It can be concluded based on the result of the study of Ayuningtyas, Djatmika and Wardana (2015) that the schools pay attention seriously on both hard skills and soft skills of their students not only provides knowledge and skills according to their strengths, but also gives confidence to be interested in the real world of work. In this way, the students' potential can be developed simultaneously. Presently, secondary school students' interest and enrolment in Dressmaking as a subject is low.

Arubayi and Obunadike (2011) noted that some students have no interest in the subject due to attitudes associated with Home Economics appear to affect the enrolment of students in Dressmaking, TLE teachers teach the subject without workshop facilities and the quality of teachers and facilities and laboratories are grossly inadequate and obsolete. According to the study of Valera (2015) that instructional materials, tools and equipment's are the most important factors to consider in attaining excellent performance of students in T.L.E. It should be given highest priority and special attention so that students are able to gain knowledge and skills if they are exposed to different tools and equipment.

Also, the school should be able to procure and set up the relevant school facilities to boost the effective teaching-learning process in the school (Adelakun, 2016). From the findings of the study conducted by Enjoh (2018), since learning experiences are effective when physical resources are adequate in quantity and quality, facilities seem so necessary for teaching and learning. It is being stressed on the study of Joseph, Valentina, and Motunrayo (2015) that inadequate and low quality instructional materials and school facilities in secondary school impedes effective teaching and learning process, hence affect students' academic performance negatively.

According to Kolb (1984), experiential learning theory addresses how learners can play to their own strengths as well as developing areas in which they are weakest and the impetus for the development of new concepts is provided by new experiences. In another theory, the fundamental principle of the Zone of Proximal Development (ZPD) by Vygotsky (1978) explains if a learner performs successfully most of the time, but is sometimes presented with task that is more challenging, the learner would learn effectively. Provide the children with experiences which are in their ZPD, thereby encouraging and advancing their individual learning. Consistently, John Dewey's learning by doing theory represents that learning should be relevant and practical and learning tasks requires active participation in hands-on opportunities and must connect content to student's life.

Article XIV Section 2 and 10 in the 1987 Constitution of the Republic of the Philippines and in Republic Act 10533, otherwise known as the Enhanced Basic Education Act of 2013 that state shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country and society-at-large. Generally, this study is also supported by TESDA Act of 1994 also known as the "Technical Educational and Skills Development Act of 1994" focus and strengthen the quality of technical education and skills development programs to attain international competitiveness. In support of the implementation of the K to 12 Basic Education Curriculum, DepEd Order No. 67, series of 2012 was issued to clarify the implementation of the Strengthened Technical-Vocational Education Program (STVEP).

The foregoing readings and researches laid the foundation of this study on the status of Technical-Vocational-Livelihood (TVL) Track Dressmaking/ Tailoring in the secondary schools of Candijay, Mabini, and Alicia Districts.

STATEMENT OF THE PROBLEMS/OBJECTIVES:

The main purpose of this study was to assess the status of Technical-Vocational-Livelihood (TVL) – Dressmaking / Tailoring Track in the selected Public Secondary Schools of Candijay, Alicia, and Mabini Districts, Province of Bohol.

Specifically, this study sought to answer the following questions:

1. Determine the profile of TVL Dressmaking/Tailoring teacher-respondents in terms of:
1.1   Age;
1.2   Sex;
1.3   Educational attainment;
1.4   Length of service as Dressmaking/Tailoring teachers; and
1.5   Relevant Trainings/Seminars attended?

2. Determine the profile of the student-respondents in terms of:
2.1   Age;
2.2   Sex;
2.3   Grade level; and
2.4   Academic Achievement in TVL Track –Dressmaking/Tailoring?
3. Identify the status of the TVL Dressmaking/Tailoring as perceived by respondents in terms of:
3.1   Learning Competencies taught; and
3.2   Level of adequacy of tools and equipment?

4. Identify the challenges met by the respondents in TVL Dressmaking/ Tailoring instruction?
5. Identify the benefits gained by the respondents in the TVL Dressmaking/Tailoring instruction?
6. Determine the significant relationship between the students' academic achievement and:
6.1   Challenges met;
6.2   Benefits gained; and
6.3   Status of TVL Dressmaking/Tailoring instruction as to:
        6.3.1   Level of Adequacy of tools and equipment; and
        6.3.2   Learning Competencies taught?
7. Determine the significant difference between the perception of the respondents on the:
7.1   Challenges met;
7.2   Benefits gained; and
7.3   Status of TVL Dressmaking/Tailoring instruction as to:
        7.3.1   Level of Adequacy of tools and equipment; and
        7.3.2   Learning Competencies taught?

METHODOLOGY

This study used the normative survey-method with the aid of the modified survey questionnaire. The study was conducted in the selected public secondary schools of the eastern part of Bohol, Philippines. This includes (5) secondary schools in Candijay, Alicia, and Mabini districts namely: The Anoling National High School of Candijay, Bohol, La Hacienda High School of Alicia, Bohol, Concepcion High School, San Jose High School and San Roque National High School of Mabini, Bohol. There were 207 respondents of the study comprising 133 JHS-Dressmaking Students, 66 SHS TVL-Tailoring students and 8 TLE Teachers. Through consultation and extensive referral to different aspects in relation to the study, the researcher used two (2) instruments namely: questionnaire for the level of adequacy of sewing facilities based from Technical Education Skills and Development Authority (TESDA) listing of facilities, tools and equipment, modified and adapted from the Self-Assessment Guide and based the learning outcomes and performance criteria stated in

outcomes and performance criteria stated in the Training Regulations from TESDA and questionnaire for the respondents profile answerable by the teachers and students selected to supply information of the study. To determine the sewing equipment / facilities and academic achievement of secondary schools, the percentage, weighted mean, Pearson correlation, and ANOVA (Single Factor) were used.

THE FINDINGS

This deals with the findings and interpretation of the gathered data to determine the status of technical-vocational- livelihood (TVL) Track –Dressmaking/ Tailoring in the selected public secondary schools in Candijay, Alicia and Mabini Districts in relation to students' competencies and academic achievement during the Academic Year 2018-2019.

Table 1 shows the profile of teacher-respondents in terms of age, sex, highest educational attainment, length of service as TVL-Dressmaking/ Tailoring Teachers and relevant trainings/seminars attended.

The data gathered revealed that the teacher-respondents at age 36-40 years old ranks first, followed by age 26-30 years old at 25% at and all of them were females. Moreover, 37.5% of them had completed their academic requirements in Master's Degree and 75% of them graduated in their field of specialization. This conveys teachers respond to DepEd's demand on continuous professional development for them to acquire competence in their field. In congruence with the implementation of Republic Act No. 10533 or the Enhanced Basic Education Act of 2013, the DepEd fully encourages continuing professional development of its teaching personnel based on the principle of lifelong learning and DepEd's commitment to the development of teachers' potential aimed towards their success in the profession.

As shown also in Table 1, the result indicates that the teacher respondents were most likely to have among or between 1-5 years, 6-10 years and 16-20 years of experience (25%) as TVL-dressmaking/ tailoring teachers. However, there were 12.5% or 1 both under 11-15 and 21-25 year range. Thus, TVL teachers in the districts of Candijay, Alicia, and Mabini are no longer neophyte teachers and are still young in surmounting all the challenges ahead and can be expected that they are already expert for the job. As to seminars and trainings attended, all of them had undergone trainings and seminars related to the subject.

One could be the best teacher with the best course materials, course activities, learning outcomes, and assessments at one point in time. But as time changes, courses are revised as in the case of TLE to suit the needs of the society, the employers, and the diversity of students; hence teachers, must keep abreast of these changes. This relates to the study of Torres (2014), professional development keeps teachers up-to-date on new research, on how children learn, on emerging technology tools for the classroom, and on new curriculum resources; but effective professional development enables educators to develop the competencies. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs.

Table 1
Profile of the Teacher-Respondents
N=8

1.1 Age	Frequency	Percentage (%)	Rank
26-30 years old	2	25%	2
31-35 years old	1	12.5%	4
36-40 years old	3	37.5%	1
41-45 years old	1	12.5%	4
46-50 years old	0	0	
51-55 years old	1	12.5%	4
56 years old and above	0	0	
Total	8	100%	

1.2 Sex			
Male	0	0	2
Female	8	100%	1
Total	8	100%	
1.3. Educational Attainment			
1.3.1.a. Baccalaureate Degree			
BSED	6	75%	1
BSIT	2	25%	2
Total	8	100%	
1.3.1.b. Field of Specialization			
T.L.E.	6	75%	1
Garments Technology	2	25%	2
Total	8	100%	
1.3.1.c. Graduate Studies			
W/ MA Units	5	62.5%	1
MA CAR	3	37.5	2
Total	8	100%	
1.4 Length of Service as TVL-Dressmaking/ Tailoring Teacher			
Less than 1 year	0	0	
1 – 5 years	2	25%	2
6 – 10 years	2	25%	2
11 – 15 years	1	12.5%	4.5
16 – 20 years	2	25%	2
21 – 25 years	1	12.5%	4.5
26 years and above	0	0	
Total	8	100%	
1.5. Relevant Trainings/Seminars Attended			
Trainers Methodology Course in Dressmaking /Tailoring	3	37.5	3
National Certificate in Tailoring	2	25%	4.5
National Certificate in Dressmaking	4	50%	1
Senior HS MTOT in TVL Track – Tailoring	3	37.5%	3
Junior HS MTOT in TLE – Dressmaking	3	37.5%	3
Mass Training of Teachers in TLE	2	25%	4.5
None	0	0	
Total	8	100%	

Table 2 discloses the profile of the student-respondents. In terms of age, 131 or 65.83% of the student-respondents are on the age-ranges from 16-17. In contrast, no students over 20 age bracket enrolled the course. This means that student's age brackets enrolling the course are just batch mates or no overage in their batch.

Table 2
Profile of the Student-Respondents
N=199

Variables	Frequency	Percentage (%)	Rank
2.1 Age			
14-15 years old	35	17.59%	2
16-17 years old	131	65.83%	1
18-19 years old	33	16.58%	3
20 years old and above	0	0	
Total	**199**	**100%**	
2.2 Sex			
Male	26	13.07%	2
Female	173	86.94%	1
Total	**199**	**100%**	
2.3 Grade Level			
Junior High School	133	66.83%	1
Senior High School	66	33.17%	2
Total	**199**	**100%**	
2.4 Student Academic Achievement in TVL-			
Outstanding (90-100)	102	51.26%	1
Very Satisfactory (85-89)	49	24.62%	2
Satisfactory (80-84)	37	18.59%	3
Fairly Satisfactory (75-79)	11	5.53%	4
Did Not Meet Expectations (Below 75)	0	0.00	5
Total	**199**	**100%**	

As to sex, females outnumbered males as there are 173 or 86.94% females while 26 or 13.07% males. This entails that most of the students are female. It also displays that in the selected secondary schools of Candijay, Alicia and Mabini districts; there are more dressmaking students (133 or 66.83%) in Junior High School while only 66 or 33.17% in the Senior High School. It can be gleaned also that for the school year 2018-2019, more than 51% of the students have 90-100 final grades with a descriptive interpretation of "Outstanding" in their TVL – Dressmaking / Tailoring grade while 75-79 "Fairly Satis-factory" got the lowest percentage to 5.53% respectively. This means that all of them meet the expecta-tions in the subject, though; it is not easy and costly subject according to the many.

Students' academic achievement may be influenced by a number of factors yet in TVL subject, access to laboratory in their schools as well as the presence on the tools and equipment impacts the satisfactory grades they have. The role of facilities in teaching when provided, students will not only have access to the reference materials mentioned by the teacher, but will also learn at their own pace. The net effect of this is increased overall academic performance of the entire students. Therefore, school facility performance is basically important to be taken in order to provide appropriate teaching and learn-ing environment as pointed out by Joseph, et.al. (2015).

Table 3.1 shows the status of TVL- dressmaking /tailoring as to learning competencies taught.

It can be gleaned that all the learning competencies listed in this table unanimously or 100% taught by the teachers. Item no. 4 "Draft and manipulates basic pattern", item no. 5 "Cut final pattern", item no. 6 "Lay-out and pins patterns according to the grain line of the fabric", and item no. 8 "Cut the fabric" for the students obtained the highest weighted mean of 4.0 (Always) respectively. However, the lowest rank is item no.14 "Press finished garment constructed" for students with a weighted mean of 3.67 (Always). This indicates that all the learning competencies was all taken by teachers the school year round and sad to note that there are still students cannot cope with what the teacher had given to them for some reasons.

lowest rank is item no.14 "Press finished garment constructed" for students with a weighted mean of 3.67 (Always). This indicates that all the learning competencies was all taken by teachers the school year round and sad to note that there are still students cannot cope with what the teacher had given to them for some reasons.

Table 3.1
Status of TVL Dressmaking /Tailoring as to Learning Competencies Taught

Learning Competencies	Teachers			Students		
	WM	DI	Rank	WM	DI	Rank
Plan garment design	4.00	A	9	3.97	A	9
Take body measurements of client	4.00	A	9	3.96	A	12
Select and prepares garment tools, accents and accessories	4.00	A	9	3.94	A	14
Draft and manipulates basic pattern	4.00	A	9	4.00	A	2.5
Cut final pattern	4.00	A	9	4.00	A	2.5
Lay-out and pins patterns according to the grain line of the fabric	4.00	A	9	4.00	A	2.5
Trace drafted pattern on the material/fabric	4.00	A	9	3.99	A	7
Cut the fabric	4.00	A	9	4.00	A	2.5
Prepare sewing machine for operation	4.00	A	9	3.96	A	12
Sew and assembles garment parts	4.00	A	9	3.99	A	5.5
Alter/ modify completed garment	4.00	A	9	3.99	A	5.5
Apply finishing touches on the finished garment	4.00	A	9	3.91	A	15
Trim excess threads of the finished garment	4.00	A	9	3.97	A	10
Press finished garment constructed	4.00	A	9	3.67	A	17
Pack the finished garment	4.00	A	9	3.68	A	16
Observe safe work procedures	4.00	A	9	3.97	A	10
Perform housekeeping activities	4.00	A	9	3.98	A	8
Average Weighted Mean (AWM)	4.00	Always		3.94	Always	

In accordance with the study of Valera (2015) that outstanding performance of both the teachers and students greatly depends upon one's acquired knowledge, skills, and attitudes. Since the students' performance in T.L.E. as measured by the desired learning competencies is affected by the objectives and goals of the course, it is recommended that teachers should expose and instill these competencies in the minds of the students for familiarization and mastery. Findings also in the study of Torres (2014) imply that there are significant differences identified in all the components of standard competency and the competency level of the teachers. Three major needs identified are activities that would enhance competency of students in motivation and opportunities enhance their skills, renewed professionalism, and rejuvenated teaching advocacy and calling.

Table 3.2 also displays the status of TVL-Dressmaking/Tailoring laboratory tools and equipment as perceived by the respondents.

Item no. 1 "Tape Measure", item no. 2 "Hip curve", and item no. 10 "Sewing box" were the laboratory tools got the highest weighted mean of 3.0 with a descriptive interpretation of "Inadequate". For the laboratory equipment, item no.1, "Single Needle Lockstitch Machines", item no. 2 "High Speed Machines Attachment", item no. 13 "Bobbin Case", item no. 14 "Bobbin Spool" item no. 16. "Zipper foot" Item no. 17 "Zipper foot invisible" got the highest weighted mean of 2.59 with a descriptive interpretation of "Very Inadequate". This implies that teachers and students had these readily to use tools during laboratory activities when needed since these are the main tools a dressmaker/tailor must have and owned but very inadequate when it comes to 1:1 student-laboratory tools/equipment ratio.

On the other hand, the lowest weighted mean in laboratory tools is item no. 9 "Basin/Pail" with weighted mean of 1.17 and item no. 8 "Stools" with weighted mean of 1.00 which both described as "Not Available" in the laboratory equipment. This means that teachers and students consider this equipment as lacking or less in number when needed for use during laboratory activities. It can be deduced that from the average weighted mean of 2.46 in the laboratory tools described as "Very Inadequate" and the average weighted mean of 2.17 in the laboratory equipment both described as "Very Inadequate". This implies that the TVL-Dressmaking/Tailoring laboratory tools and equipment of the selected public secondary schools of Candijay, Alicia and Mabini Districts could not cater the number of students in each class.

Table 3.2
Status of TVL-Dressmaking/Tailoring Laboratory Tools and Equipment
N=207

Items	WM	DI	Rank
TOOLS:			
Tape Measure	3.00	IA	2
Hip- curve	3.00	IA	2
Meter stick	2.33	VI	15
French curve	2.76	IA	5.5
Scissors	2.76	IA	5.5
Cutting Shears	2.42	VI	11
L-square	2.53	VI	10
Transparent ruler with grid 24	2.36	VI	13
Basin/Pail	1.17	NA	18
Sewing Box	3.00	IA	2
Tracing wheel	2.76	IA	5.5
Hanger	2.76	IA	5.5
Screw Driver flat (medium)	2.36	VI	13
Screw Driver flat (small)	2.36	VI	13
Triangle 16" 45 x 90	1.72	NA	16.5
Hand Spray	1.72	NA	16.5
Seam Ripper	2.59	VI	8.5
Pin Cushion	2.59	VI	8.5
Average Weighted Mean (AWM)	**2.46**	**Very Inadequate**	

EQUIPMENT:			
Single Needle Lockstitch Machines	2.59	VI	3.5
High Speed Machines Attachment	2.59	VI	3.5
3 Threads over lock machine	2.52	VI	7
Flat Iron	2.18	VI	12
Steam Press	2.18	VI	12
Ironing Board	2.18	VI	12
Cutting Table	2.18	VI	12
Stools	1.00	NA	20
Button Holer	1.59	VI	18
Body Form/Model	1.59	VI	18
Calculator	1.59	VI	18
Hanger Rack	2.18	VI	12
Bobbin Case	2.59	VI	3.5
Bobbin Spool	2.59	VI	3.5
Button holer Attachments	2.18	VI	12
Zipper foot	2.59	VI	3.5
Zipper foot invisible	2.59	VI	3.5
Shirring foot	2.18	VI	12
Sleeve Board/Ham	2.18	VI	12
Display Cabinet	2.18	VI	12
Average Weighted Mean (AWM)	**2.17**	**Very Inadequate**	

In lieu with these findings, for successful achievement of academic performance in schools, Enjoh (2018) reiterated that there is need to provide key physical infrastructure which include laboratories and other facilities where various kinds of practical work are carried out by students under the guidance of their teachers. Without proper and well equipped laboratory, it is not possible to carry out the teaching process effectively. In addition, Adelakun (2016) noted that the school should be able to procure and set up the relevant school facilities which will enhance effective teaching-learning process within the school.

The status of TVL Dressmaking /Tailoring as to Challenges Met by the Respondents in the Dressmaking/ Tailoring Instruction is detailed in Table 4.

Table 4
Status of TVL Dressmaking /Tailoring as to Challenges Met by the Respondents in the Dressmaking/ Tailoring Instruction

Statements	Weighted Mean	Descriptive Interpreta-tion	Rank
Students are always absent.	1.83	DA	15
There is no available textbook to be used as reference during instruction.	2.41	DA	10.5
Lack of visual aids and devices provided and are available / ready to use.	2.41	DA	10.5
Laboratory room is very small.	2.41	DA	10.5
Lack of tools and equipment needed	2.64	A	6
There is no budget allotted for the purchased, repair and maintenance for sewing machine.	2.41	DA	10.5
Sewing machines are very limited and cannot accommodate students into 1:1 ratio during hands on activities.	3.00	A	2
There is no shop room/ laboratory available.	2.26	DA	14
Availability of drafting tables is limited.	3.00	A	2
Sewing machines are purchased by the school initiative and are not provided from DepEd.	2.41	DA	10.5
Only few students enrolled due to limited resources.	2.41	DA	10.5
Students are not interested to take the course because of expensive materials needed in project making.	3.00	A	2
There is no provision of cloth/fabric during project making.	2.64	A	6
Sewing tools and materials are provided by teachers.	2.64	A	6
There is no provision of ready to use DLL and activity sheets.	2.64	A	6
Average Weighted Mean	**2.41**	**Disagree**	

The results indicate that item no. 7 "Sewing machines are very limited and cannot accommodate students into 1:1 ratio during hands on activities", item no. 9 "Availability of drafting tables is limited" and item no. 12 "Students are not interested to take the course because of expensive materials needed in project making" rank first obtaining the weighted mean of 3.00 (Adequate). In another vein, item no. 1 "Students are always absent" got the lowest weighted mean of 1.83 definitely with a descriptive interpretation of "Disagree". This connotes that though the subject had pampering activities to be accomplished and a need to buy their own materials for the project, still, students wouldn't miss the daily session and comply whatever subject performances / projects planned to do.

Table 5 presents the status of TVL Dressmaking /Tailoring as to Benefits Gained in the TVL - dressmaking/ tailoring instruction.

The results revealed that vast majority of the items; item no.1"It helps to sustain / enhance the skills learned through hands on application in the daily lesson", item no. 2 "It helps make wise use of their sure time", item no. 3 ".It makes teachers acquire better attitude towards work", item no. 4 "It helps to

develop community", item no. 5 "It helps to become a better member of the society", item no. 6 "It helps to become self-sufficient persons" and item no. 9 "It develops creativity and be aware of trends / fashion" rank first with the weighted mean of 3.00 described as "Always". Only two items rank lowest; item no 7 "it helps earn extra income while teaching" and item no. 8 "It makes teachers to become entrepreneurs" got the weighted mean of 2.41 with a descriptive interpretation of "Disagree". It can be concluded that regardless of all the challenges experienced by teachers and students in the entire Dressmaking/ Tailoring course, aside from being a skilled dressmaker/ tailor, can acquire a lot of advantages and benefits socially and economically.

Table 5
Status of TVL Dressmaking /Tailoring as to Benefits Gained in the TVL - Dressmaking/ Tailoring instruction
N=207

Table 6 displays the relationship between the students' academic achievement and the challenges met, benefits gained and the status of TVL Dressmaking/Tailoring instruction in terms of level of ade-

Statement	Weighted Mean	Descriptive Interpretation	Rank
It helps to sustain / enhance the skills learned through hands on application in the daily lesson	3.00	A	4
It helps make wise use of their leisure time	3.00	A	4
It makes teachers acquire better attitude towards work	3.00	A	4
It helps to develop community	3.00	A	4
It helps to become a better member of the society	3.00	A	4
It helps to become self-sufficient persons	3.00	A	4
It helps earn extra income while teaching	2.41	DA	8.5
It makes teachers to become entrepreneurs	2.41	DA	8.5
It develops creativity and be aware of trends / fashion	3.00	A	4
Average Weighted Mean	**2.58**	**Agree**	

quacy of tools and equipment and learning competencies taught.

Table 6
Relationship between the Students' Academic Achievement and Challenges Met, Benefits Gained and the Status of Dressmaking/Tailoring Instruction
N=207

Correlation is significant at 0.05 level (2-tailed)

Academic Achievement and…..	r	Sig.	Interpretation	Decision
Challenges Met in Dressmaking/Tailoring Instruction	0.038	0.597	Not Significant	Failed to Reject Ho
Benefits Gained in Dressmaking/Tailoring Instruction	-0.005	0.940	Not Significant	Failed Reject Ho
Status of TVL Dressmaking/ Tailoring Instruction				
Level of Adequacy of Tools and Equipment	0.082	0.248	Not Significant	Failed to Reject Ho
Learning Competencies Taught	-0.133	0.062	Not Significant	Failed to Reject Ho

The result revealed that there is no significant relationship between the students' academic achievement and the challenges met, benefits gained and the status of TVL Dressmaking/Tailoring instruction in terms of level of adequacy of tools and equipment and learning competencies taught since the computed correlation values of 0.038, -0.005, 0.082 and -0.133 with the significant values of 0.597, 0.940, 0.248 and 0.062, respectively which are greater than 0.05 level of significance thus, the researcher failed to reject the null hypothesis. This denotes that the academic achievement of the students is not affected by the challenges met and benefits gained during the period when they attended classes in TVL Dressmaking/Tailoring subject. Likewise, the status of TVL Dressmaking/Tailoring instruction in terms of level of adequacy of tools and equipment and learning competencies taught do not affect the academic achievement of the students. This implies further that the students still have a significant performance in school even if the tools and equipment were not adequate. However, contrary to the result of the study conducted by Enjoh (2018), reasons have been adjudged to be responsible for these poor effectiveness including availability, adequacy and utilization of educational facilities. A workman, no matter how skilled, efficient and professional he is, will still need working tools for his work. Nevertheless, the results of the study of Gregorio (2016) revealed that available equipment, materials and facilities do not conform to the recommended numbers which are required to support the needs of the students who enrolled in the TLE subject and several problems being experienced by the teachers in the absence of the required facilities in school but they have some remedial measures done in order to facilitate the lesson well.

Table 7 illustrates the difference between the perception of the respondents on the challenges met, benefits gained and the status of Dressmaking/Tailoring instruction as to the learning competencies taught and the level of adequacy of tools and equipment.

Table 7

Difference between the Perception of the Respondents on the Challenges Met, Benefits Gained and the Status of Dressmaking/Tailoring Instruction
N_1=8; N_2=66; N_3=133

The results shown that there is no significant difference between the perception of the respondents on the challenges met, benefits gained and the status of Dressmaking/Tailoring instruction as to the

Variables	F	Sig. (2-tailed)	Interpretation	Decision
Challenges Met	0.933	0.395	Not Significant	Failed to Reject Ho
Benefits Gained in Dressmaking/ Tailoring Instruction	2.220	0.111	Not Significant	Failed to Reject Ho
Status of Dressmaking/ Tailoring Instruction				
Learning Competencies Taught	1.871	0.157	Not Significant	Failed to Reject Ho
Level of Adequacy of Tools and Equipment	1.227	0.295	Not Significant	Failed to Reject Ho

learning competencies taught and the level of adequacy of tools and equipment since the computed F-values of 0.933, 2.220, 1.871 and 1.227 with the significant values of 0.395, 0.111, 0.157 and 0.295, respectively are greater than the present level of significance 0.05 thus, the researcher failed to reject the null hypothesis. This depicts that the perception of the teachers and the Junior High School and Senior High School students were the same. This denotes further that both respondents have the same challenges met and benefits gained in teaching and learning TVL Dressmaking/Tailoring instruction during the school year 2018-2019. In lieu with the study of Arubayi, et. al. (2011) on the problems of teaching and learning of Dressmaking/Tailoring as perceived by senior high schools in Anambra State, Nigeria revealed that in the students' perception, the problems of teaching and learning of the subject, TLE teachers should regularly be sponsored to seminars and workshops and programs on sufficient high quality stimulating instructional materials as well as effective teaching strategies of the subject should be provided.

CONCLUSIONS

In the light of the findings presented, the following conclusions are formulated.

► Based on the findings, sewing machines are very limited and cannot accommodate students into 1:1 ratio during hands on activities.
► As to benefits gained in the TVL - dressmaking/ tailoring instruction, vast majority of respondents said that it helps to sustain / enhance the skills learned through hands on application in the daily lesson, make wise use of their leisure time, teachers acquire better attitude towards work, it helps to develop community, to become a better member of the society and to become self-sufficient persons and it develops creativity and be aware of trends / fashion.
► It is also concluded that there is no significant relationship between the students' academic achievement and the challenges met, benefits gained and the status of TVL Dressmaking/Tailoring instruction in terms of level of adequacy of tools and equipment and learning competencies taught. This means that the academic achievement of the students is not affected by the challenges met and benefits gained during the period when they attended classes in TVL Dressmaking/Tailoring subject.
► In addition, there is no significant difference between the perception of the respondents on the challenges met, benefits gained and the status of Dressmaking/Tailoring instruction as to the learning competencies taught and the level of adequacy of tools and equipment.

RECOMMENDATIONS

Based on the findings and conclusions, the researcher arrived at the following recommendations:

► Schools offering TVL- Dressmaking/Tailoring should provide shop room to develop the skills of the students and have an environment that would fit its purpose.
► The necessary tools and facilities like the provision of sewing machines should be provided by the Department of Education that can accommodate 1:1 ratio for teachers and student's best performance.
► Teachers handling TVL- Dressmaking/Tailoring subject must pursue educational advancement align with their field of specialization.
► School administrators are encouraged to seek assistance or establish linkages for them to acquire necessary laboratory tools and facilities.

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CAUSES OF FAILURE IN MICRO ENTERPRISE ENTREPRENEURIAL VENTURE

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ABSTRACT

In any business undertakings, it doesn't matter how many times an entrepreneur will face failure because all that matters in business is that to get things right at once and to learn from those failures (Cuban, 2008). The purpose of the study was to find out the causes of failure of the micro enterprises entrepreneurial venture in Bacolod City. The researchers opted to limit the investigation to those areas and covered micro enterprises in the selected Barangays in Bacolod City. From the nature of the study, it requires the use of descriptive design. Furthermore, comparative analysis was employed. The respondents of the study were micro enterprise owners/operators in the selected Barangay in Bacolod City who had experienced failure in their entrepreneurial venture. Study revealed that the failure to formulate a business model or a plan and the extravagant use of money were among of the major issues that adversely effected the enterprise causing it to fail. Comparatively, the older and younger micro enterprise owners/operators had an identical level of behavioral patterns of operating the enterprise considering the issues that adversely affect the enterprise which had cause its failure. Likewise, the male and female micro enterprise owners had an identical level of behavioral patterns of operating the enterprise considering the issues that adversely affect the enterprise which had caused its failure. Results of the study was be shared and discuss with institutional community extension beneficiaries.

INTRODUCTION

Entrepreneurship is a way of life that offers unlimited possibilities to those who truly believe in it and live by it. But at the same time, entrepreneurship is a way of life that can totally alter the course of your life if misunderstood. Entrepreneurship is not something you can fake your way through; you are either doing it right or not doing it right simple. There are no ways around it, (Philips, 2015). It doesn't matter how many times you have faced failure. It doesn't matter how many times you almost got success. If you meet with success at the end then no one would really care about your previous failures, and neither should you. All you have to do is learn from those failures because all that matters in business are that you get it right once, (Cuban, 2008). Most businesses are guaranteed to fail within the first five years for a number of different reasons. *It is a fact that all ninety-five percent of businesses fail within the first five years of inception, (*Gaebler Ventures, 2015). The sad reality, however, is that most of these businesses fail due to their having been founded by inexperienced overly-enthused entrepreneurs. This is usually the single most important reason for business failure early in a business. Many a report on business failures cites poor management as one of the biggest reasons for failure. New business owners

frequently lack relevant business and management expertise in almost all business functions and do not have enough capital to hire the necessary people to take care of what they do not know, *(*Gaebler Ventures, 2015).   The forgoing gave a strong motivation and inclination to the researchers in conducting the study to find out the causes in the failure of micro enterprises entrepreneurial venture in the hope to provide meaningful information that would make entrepreneurs and those who intends to engage in business venture realize the importance of self-decorating a positive practice and eliminate a negative practice in running an enterprise. The author, being a teacher in entrepreneurship program and an entrepreneur himself was cherished with his desired expectation to completely perceive the intended meaning and implication of entrepreneurial practices particularly things that causes business failure.

STATEMENT OF THE PROBLEM

Generally, the purpose of the study was to find out the causes of failure of the micro enterprises entrepreneurial venture in Bacolod City during the Calendar Year 2016. Specifically, the study aimed to answer the following questions: 1. What is the level of the causes of failure of micro enterprises when they were taken altogether? 2. What is the level of the causes of failure of micro enterprise entrepreneurial venture when they were grouped according to the selected variables, namely; age and sex 3. Whether or not a significant difference exist in the levels of the causes of failure in micro enterprise entrepreneurial venture when they were grouped according to the aforementioned variables.

METHODOLOGY

Based from the nature of the study, it requires the use of descriptive design. Furthermore, comparative analysis was employed. The study was conducted in the selected Barangays in Bacolod City. The respondents of the study were micro enterprise owners/operators in the selected Barangay in Bacolod City who were identified to have experienced failure in their entrepreneurial venture, thus it requires a snowball and purposive selection of respondents. More so that there is were no official records in any government or private agencies of micro enterprises that had experienced failure. As a result there were 84 ME's were taken as samples. The researcher personally administered the test so that question or issues that are raised by the respondents can be clarified and addressed immediately. The study covers the micro enterprises in the selected Barangays in Bacolod City. Moreover, there are several Barangays in Bacolod that is quite notable to be vulnerable on drugs issues placing the researchers into dangerous situation thus, the researchers opted to limit the investigation to those areas. Furthermore, financial consideration was likewise part of the limitation.

The mean formula was employed to find out the level of cause failure of micro enterprise when they were taken altogether and grouped according to the selected variables. The means scores were interpreted as follows:

Score Range	Quantitative Description	Qualitative verbal Interpretation
4.20-5.00	Always	The level of adverse effect to cause business failure is very high
3.40-4.19	Oftentimes	The level of adverse effect to cause business failure is high
2.60-3.39	Sometimes	The level of adverse effect to cause business failure is moderate
1.80-2.59	Rarely	The level of adverse effect to cause business failure is low
1.00-1.79	Never	The level of adverse effect to cause business failure is very low

The t-test formula was used to find out whether or not significant difference exists in the levels of cause failure of micro enterprise when they were grouped according to the selected variables.

FINDINGS

Statistics in table 1 revealed the highest mean score of 4.92 on the issue of "starting with a plan" interpreted as "always" which could likewise means that the level of adverse effect to cause business failure is very high. Thus, it could imply that planning should be an important part of the business undertaking to be considered. In addition, (Jones, 2008) explained that an entrepreneur have to understand the nature of your business, its needs and also the factors which can make the business successful, and for all these purpose an adequate knowledge is must. Planning is highly important any entrepreneurial activity. This was followed by a mean score of 4.75 interpreted as "always" which could likewise mean that that the level of adverse effect to cause business failure is very high and thus, it could further implied that the lack of restraint of spending money or business resources can damage the financial condition of the enterprise. The entrepreneur on the path to failure is the one who is extravagant –the habit of being excessively flamboyant, wasteful or spending money irrationally, (Philips, 2015).

Table 1
Level of the Causes of failure of Micro Enterprise Entrepreneurial Venture
When They Were Taken Altogether (*N*=84)

Cause of Failure	*mean*	**Quantitative Description**	**Qualitative Interpretation**
I was not able to define the target market	4.35	Always	Very High
I am dejected by early failures	4.48	Always	Very High
I am running excessive overhead costs	4.37	Always	Very High
I'm having inability to lead when difficulties arrive	4.41	Always	Very High
I fail to market aggressively	4.36	Always	Very High
I am getting obsessed with profits too early	4.32	Always	Very High
Lacking the Will to Sell	4.44	Always	Very High
I am dreaming beyond their horizon	4.39	Always	Very High
I had the inability to communicate effectively	4.41	Always	Very High
I am not being humble to customers	4.35	Always	Very High
I am aiming for glory without gumption	4.48	Always	Very High
Inadequate Knowledge about business	4.37	Always	Very High
I had lack of focus for the business	4.41	Always	Very High
I had fear of failure	4.36	Always	Very High
I had lack of vision	4.32	Always	Very High
I am extravagant	4.75	Always	Very High
I started the business without a plan	4.92	Always	Very High
I had no managerial experience	4.29	Always	Very High
I had financing deficiency	4.32	Always	Very High
I had a 'Quitting without trying' attitude	4.31	Always	Very High
mean	*4.42*	Always	Very High

Statistics in table 2 revealed the highest mean score of 4.89 obtained by the group of older entrepreneurs interpreted as "always" and could likewise mean that that the level of adverse effect to cause business failure is very high which could be implied that older group of entrepreneurs may have failed to formulate a business model or business plan which lead towards the failure of the enterprise. On the other hand, a mean score of 4.93 obtained by the group of younger entrepreneurs interpreted as "always" and could likewise mean that that the level of adverse effect to cause business failure is very high which could be implied fail to formulate business plan can be one major cause of business failure. According to (Jones, 20008), if one don't have plan, the success in entrepreneurship can be dicey. Lack of planning can make the business a mess. Moreover, a mean score of 4.76 on the issue of "extravagance" obtained by the group of younger entrepreneurs interpreted as "always" and could mean that they had the difficulty controlling in the spending of money. That is the lack of restraint of spending money. Moreover, it should be noted that being an entrepreneur means being able to do more with less. The entrepreneur on the path to failure is the one who is extravagant–the habit of being excessively flamboyant, wasteful or spending money irrationally. Thrift or frugality is a requirement for entrepreneurial journey if you hope to become successful, (Philips, 2015).

Table 2
Level of the Causes of failure of Micro Enterprise Entrepreneurial Venture
When They Were Grouped According to age
Legend: VH = "*The adverse effect to cause business failure is very high*"

Cause of Failure	Older = 40		Younger = 44	
	mean	*Description*	*mean*	*Interpretation*
Not Defining Target Market	4.34	Vh	4.34	Vh
Dejected by Early Failures	4.48	Vh	4.48	Vh
Running Excessive Overhead Costs	4.36	Vh	4.36	Vh
Inability to Lead When Difficulties Arrive	4.39	Vh	4.39	Vh
Failure to Market Aggressively	4.36	Vh	4.36	Vh
Getting Obsessed with Profits too Early	4.32	Vh	4.32	Vh
Lacking the Will to Sell	4.44	Vh	4.44	Vh
Dreaming Beyond their Horizon	4.37	Vh	4.37	Vh
Inability to Communicate Effectively	4.41	Vh	4.41	Vh
Not Being Humble to Customers	4.35	Vh	4.35	Vh
Aiming for Glory without Gumption	4.48	Vh	4.48	Vh
Inadequate Knowledge about business	4.37	Vh	4.37	Vh
Lack of Focus	4.41	Vh	4.41	Vh
Fear of Failure	4.36	Vh	4.36	Vh
Lack of Vision	4.31	Vh	4.31	Vh
Extravagance	4.34	Vh	4.76	Vh
Starting without any plan	4.89	Vh	4.93	Vh
No managerial experience	4.28	Vh	4.28	Vh
Financing deficiency	4.32	Vh	4.32	Vh
Having a 'Quitting without trying' attitude	4.57	Vh	4.31	Vh
Mean	*4.41*	**Vh**	*4.42*	**Vh**

Statistics in table 3 revealed the highest mean score of 4.95 obtained by the group of male entrepreneurs interpreted as "always" which could likewise mean that the lack of restraint of spending money or business resources can damage the financial condition of the enterprise. That is, it should be worthy to note that thrift or frugality is a requirement for entrepreneurial journey if you hope to become successful, (Philips, 2015). On the other hand the female group of entrepreneurs obtained a mean score of 4.46 on the same issue likewise interpreted as "always" and could likewise be implied that female had the issue of lack of restraint of spending money or business resources. Moreover a mean score of 4.88 obtained by the group of female entrepreneurs interpreted as "always" which appears to be the next highest mean score and hence, it can be said that female had the inability to plan well for the business and thus, adversely affect the enterprise.

Table 3
Level of the Causes of failure of Micro Enterprise Entrepreneurial Venture
When They Were Grouped According to Sex
Legend: VH = "*The adverse effect to cause business failure is very high*"

Cause of Failure	male	Description	female	Interpretation
Not Defining Target Market	4.36	Vh	4.36	Vh
Dejected by Early Failures	4.46	Vh	4.46	Vh
Running Excessive Overhead Costs	4.36	Vh	4.36	Vh
Inability to Lead When Difficulties Arrive	4.51	Vh	4.51	Vh
Failure to Market Aggressively	4.36	Vh	4.36	Vh
Getting Obsessed with Profits too Early	4.32	Vh	4.32	Vh
Lacking the Will to Sell	4.45	Vh	4.45	Vh
Dreaming Beyond their Horizon	4.76	Vh	4.37	Vh
Inability to Communicate Effectively	4.41	Vh	4.41	Vh
Not Being Humble to Customers	4.35	Vh	4.35	Vh
Aiming for Glory without Gumption	4.48	Vh	4.48	Vh
Inadequate Knowledge about business	4.37	Vh	4.37	Vh
Lack of Focus	4.41	Vh	4.41	Vh
Fear of Failure	4.36	Vh	4.36	Vh
Lack of Vision	4.31	Vh	4.32	Vh
Extravagance	4.95	Vh	4.46	Vh
Starting without any plan	4.31	Vh	4.88	Vh
No managerial experience	4.28	Vh	4.28	Vh
Financing deficiency	4.32	Vh	4.32	Vh
Having a 'Quitting without trying' attitude	4.31	Vh	4.59	Vh
mean	*4.42*	**Vh**	*4.42*	**Vh**

Statistics in table 4 revealed the mean score of 4.407 and 4.417 obtained by the group of older and younger entrepreneurs respectively. The computed *t* value was .2166 which was below the @.05, critical value of 2.024 and thus, it can be said that there was no significant difference in the levels of the causes of failure of micro enterprises entrepreneurial venture when they are grouped and compared according to their ages. Furthermore, statistics in table 4 revealed the mean score of 4.422 and 4.421 obtained by the group of male and female entrepreneurs respectively. The computed *t* value was .0212 which was below the @.05, critical value of 2.024 and thus, it can be said that there was no significant difference in the levels of the causes of failure of micro enterprises entrepreneurial venture when they are

difference in the levels of the causes of failure of micro enterprises entrepreneurial venture when they are grouped and compared according to their sexes.

Table 4
Comparative Statistics in the levels of Causes of Failure of Micro Enterprise
When They Were grouped according to the Selected Variables

Variables	mean	t	Interpretation
Age:			
Older	4.407	.2166	Not significant
Younger	4.417		
Sex:			
Male	4.422	.0212	Not significant
Female	4.421		
@.05, cv = 2.024			

CONCLUSIONS

1. The failure to formulate a business model or a plan and the extravagant use of money were among of the major issues that adversely caused business failure hence, the effect was an unfavorable business position.

2. Comparatively, the older and younger micro enterprise owners/operators had an identical level of behavioral patterns in operating the enterprise were issues that adversely affected the enterprise which had caused its failure were the extravagance and the lack of planning for their business.

3. The male and female micro enterprise owners/operators had an identical level of behavioral patterns in operating the enterprise were issues that adversely affected the enterprise which had caused its failure likewise were the extravagance and the lack of planning for their business.

RECOMMENDATION

1. The local government authorities in cooperation with non-government organizations should provide assistance program to micro entrepreneurs with greater emphasis on formulating business planning.

2. The local government authorities in cooperation with non-government organizations should provide assistance program to micro entrepreneurs with greater emphasis on spending patterns to avoid misuse or misappropriation of money.

3. Results of the study be shared and discuss with institutional community extension beneficiaries to increase their awareness and understanding towards several factors that may cause failure in business venture.

4. Results of the study be integrated in the course syllabus of teachers teaching in entrepreneurship subject as part of the topic of discussion and test/examination.

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EXTENT OF AWARENESS OF SOLO PARENTS OF BARANGAY TONTON LINGAYEN TO WELFARE DEVELOPMENT BENEFITS AND SOCIAL SERVICES UNDER RA 8972

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ABSTRACT

This study was conducted to analyze the extent of awareness of solo parents to the different welfare development benefits and social services under RA 8972 and identified problems encountered by them in availing those benefits and services afforded to them by the government. Thirty –one (31) solo parents in barangay Tonton, Lingayen served as respondents selected through the universal sampling. The study used descriptive survey method and frequency counts, percentage distributions, average mean, and rank order to statistically treat the data. It was revealed in the study that majority of solo parents were within the age range of 16-23 years old, female, High school graduate, with 1-3 dependent children, with monthly income of Php 10,000 below, unemployed, living in rural area, owned semi- concrete house, with 1-5 years as solo parent, were abandoned by their spouse, and were unmarried father or mother. Solo parents usually aware of the livelihood development services and educational benefits , while they were only somewhat aware on the other social services under RA8972. The solo parent also encountered insufficient seminars, conference and information dissemination campaign conducted in their barangay and lade of budget to fully and objectively implement the welfare development benefits and social services under RA 8972. The solo parents vary in their socio-economic profile , experienced different degrees or level awareness concerning various benefits afforded them under RA 8972, and encountered different problems availing the benefits and social services intended for solo parents under RA 8972.

*Key*words*: awareness, solo parent, RA 8972, Welfare Development and Services*

INTRODUCTION

The roles of single parents often revolve around their families, their everyday affairs focused into taking care of their child/children, their roles in the community and their social life are most of the time deferred by their family affairs. In the same way, single parents are mostly concerned with making and imposing rules inside the family when it comes to rituals, single parents (Bagolong, 2016) .

Family Law Advocacy for Low and Moderate Income Ligitants, 3rd Edition (2018) states that when married or unmarried parents separate, they shall arrange to whom the child will stay but still both parents are obliged to give support to the finances and guidance, and also the other parent shall visit the child depends on the arrange span of days. Also in this situation the single parenting occurs that's why the authority shall decide the following; what is the best for the child, the ability of the parents to communicate with each other, each parent's relationship to the child, and where each parent lives and whether the housing conditions are appropriate for the children's own good.

Being a solo parent is coupled with burdens, problems, and difficulties in life, most especially when it concerns the children. From financial problem to supporting the family's basic needs to emotional problems which he/she may encounter and with the sole capacity to solve it without help. Sometimes,

problems which he/she may encounter and with the sole capacity to solve it without help. Sometimes, because of these problems, the child/children are being neglected in terms of parenting and emotional support.

Thus. this study was conducted to determine the extent of awareness of solo parents living in Tonton, Lingayen, Pangasinan to welfare development benefits and social services embodied in RA 8972.

Literature Review

Single Parenting in the Philippines

A single parent (also lone parent and sole parent) is a parent who cares for one or more children without the assistance of another parent in the home. The legal definition of "single parenthood" may vary according to the local laws of different nations or regions.

Children of single parents are very likely to share more household responsibilities, including looking after themselves. Single parents often discuss things with their children (usually financial and family decisions) which, in other families, are usually discussed only between parents. This can make the children from these families, particularly independent, mature, resourceful, and responsible as compared to their peers. And the negative effect is they are not financially stable. And the children are discriminated because their parents don't live together.

REPUBLIC ACT NO. 8972 "THE SOLO PARENTS' WELFARE ACT OF 2000" described "Solo parent" as any individual who falls under any of the following categories: (1) A woman who gives birth as a result of rape and other crimes against chastity even without a final conviction of the offender: Provided, That the mother keeps and raises the child; (2) Parent left solo or alone with the responsibility of parenthood due to death of spouse; (3) Parent left solo or alone with the responsibility of parenthood while the spouse is detained or is serving sentence for a criminal conviction for at least one (1) year; (4) Parent left solo or alone with the responsibility of parenthood due to physical and/or mental incapacity of spouse as certified by a public medical practitioner; (5) Parent left solo or alone with the responsibility of parenthood due to legal separation or de facto separation from spouse for at least one (1) year, as long as he/she is entrusted with the custody of the children; (6) Parent left solo or alone with the responsibility of parenthood due to declaration of nullity or annulment of marriage as decreed by a court or by a church as long as he/she is entrusted with the custody of the children; (7) Parent left solo or alone with the responsibility of parenthood due to abandonment of spouse for at least one (1) year; (8) Unmarried mother/father who has preferred to keep and rear her/his child/children instead of having others care for them or give them up to a welfare institution; (9) Any other person who solely provides parental care and support to a child or children; (10) Any family member who assumes the responsibility of head of family as a result of the death, abandonment, disappearance or prolonged absence of the parents or solo parent.

STATEMENT OF THE PROBLEMS

The main problem of this study is to determine the extent of awareness of solo parents to welfare development benefits and social services under RA 8972. Specifically, it sought to answer the following questions:

1. What is the socio-economic profile of the respondents in terms of:
    a. age
    b. sex
    c. Educational attainment

d.   Number of dependent children
e. Occupation
    f. Monthly Income
    g. Area of Domicile
    h. Years of being solo parent
    i. Circumstances of being a solo parent? and
    J. Residential Home?

2. What is the extent of awareness of solo parents to welfare development benefits and social services under R.A 8972?

3. What are the problems encountered by solo parents to avail of the welfare development bene fits and social services under RA 8972?

METHODS AND METHODOLOGY

The descriptive method of research was used in this study. The respondents of this study were the thirty-one (31) solo parents, of which 28 are female, and three (3) are male of Barangay Tonton Lingayen, Pangasinan for CY 2018-2019 who were selected through universal sampling. They were asked to assess the status of the solo parents in terms of their extent of awareness to different welfare development benefits and social services under RA 8972 and the problems encountered on how they can avail of such services.

The major instrument employed in gathering the needed data was a questionnaire adopted from Parenting for a Digital Future (www.Ise.ac.uk) with modification to suit the purpose and semi structured interview guide based on the specific questions of the study. Frequency counts, Percentage distribution , rank order and mean rating were used to statistically treat the data

FINDINGS
SOCIO-ECONOMIC PROFILE OF THE RESPONDENTS

Table 1 reveals the frequency and percentage distribution of the of the Socio-economic profile of the respondents in terms of Age, Sex, Educational Attainment, Number of Dependent Children of the Family, Monthly Income, and Occupation .

Table 1
Socio-Economic Profile of the Respondents
N=31

Profile Variables	Frequency (f)	Percentage(%)
Age		
16-23	9	29.03
24-31	8	25.81
32-39	6	19.35
40-47	2	6.45
48-55	2	6.45
56-above	4	12.9
Sex		
Male	3	9.68
Female	28	90.32
Educational Attainment	**Frequency (f)**	**Percentage (%)**
Did not go to school	0	0
Elementary Graduate	6	19.35
High School Graduate	14	45.16
Vocational/Technical Education Graduate	7	22.58
College Graduate	4	12.90
Masteral Degree	0	0
Doctoral Degree	0	0
Total	**31**	**100%**

Number of Dependent Children of the Family		
1-3	21	67.74
4-6	5	16.13
7-9	5	16.13
10-12	0	0
13-above	0	0
Monthly Income		
Php 30,000.00 – above	1	3.23
Php 10,000-29,000	6	19.35
Php 9,000-below	24	77.4
Occupation		
Government Employee	3	9.68
Private Employee	6	19.35
Self-Employed	8	25.81
OFW (Overseas Filipino Worker)	3	9.68
Unemployed	11	35.48

The number of solo parents is high within the age range of 16-23, 24-35, and 32-39 years old, comprising 29%,26%, and 19% respectively. It can be implied from the findings that more respondents are solo parents at an early age. In terms of sex most of the solo parents are female with 28 or 90.3%, while only 3 or 9.68% are male. Obviously, the results indicated that most solo parents are female. These findings can be attributed to the vulnerability trait or nature of women to easily give up when confronted with difficult circumstances and financial problems.

With regards to their educational attainment of a quarter number solo parent was **high school graduate** with 14 or 45.16%, while more of them was neither master, doctoral degree holder, nor have not gone to school.

It can be inferred from the findings that more than the majority of the respondents are elementary and high school graduate only. These findings may further mean that since the respondents want of higher education, they have not thought of preserving their marital relationship, but instead, they are opted to separation or just ending their relationship to release themselves from pain, misery, and frustration.

In the number of dependent children of the family, twenty-one (21) or 67.74% of the solo parents have 1-3 dependent children, while more of them have neither 10-12 or more than 13 dependent children. These findings may mean that more than the majority of the respondents have 1-3 number of dependent children which can cause problem to solo parents in terms of providing a better life and stable sustenance to their children depending on them. It can be gleaned from the table that a great number of 24 or 77.4% of solo parents have monthly income of Php 9,999.00 – below. These findings may imply that most of the respondents are living within the poverty line, which can be attributed to their low level of education. Hence, they can hardly find a high paying job.

It can be inferred from the findings that the majority of the respondents are poor and find difficulty in providing the needs of their children. In terms of occupation, 11 or 35.48% of solo parents are unemployed; while 8 or 25.81% are self-employed. These findings may imply that because the majority of the respondents have a low level of education, expectedly they find difficulty in looking for a good job, hence, most of them are unemployed. Besides, in our society, companies or industries give priorities to those who have higher educational attainment.

In area of domicile, 28 or 90.32% solo parents are living in rural areas, while none of the solo parents live in the suburban area. It can be surmised from the findings that the respondents' low level of education and unemployed status can be attributed to the simple way of living that are contented within their area of domicile. In terms of residential home there are 8 or 25.81% solo parents who own semi-concrete house; while 3 or 9.08% declared "others" under the category of renting a house.

Table 2
Area of Domicile and Residential Home of the Respondents
N=31

Area of Domicile	Frequency (f)		Percentage (%)	
Urban	2		6.45	
Rural	28		90.32	
Sub-urban	0		0	
Ex-urban (squatter area)	1		3.23	
Total	31		100%	
Residential Home of Solo Parent	Owns house		Renting	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Nipa Hut	3	9.68		
Bungalow	3	9.68		
Concrete	7	22.58		
Two-story	3	9.68		
Semi-concrete	8	25.81		
Others	2	6.45		
Apartment			1	3.22
Condominium			0	0
Bed spacer			1	3.22
Others			3	9.68
Total	**26**	**83.88%**	**5**	**16.12%**

Table 3
Respondents' Years of Being a Solo Parent and
Circumstances of Being a Solo Parent
N=31

Years of Being a Solo Parent	**Frequency (f)**	**Percentage (%)**
1-5	20	64.51
6-10	7	22.58
11-15	3	9.68
16-20	0	0
21-above	1	3.23
Total	**31**	**100%**
Circumstances of Being Solo Parent	Frequency (f)	Percentage (%)
1.Death of spouse	0	0
2.Legal separation or de facto separation	1	3.23
3.Giving birth as a result of rape and other crimes against chastity	6	12.90
4. Spouse is detained or serving a sentence for a criminal conviction	0	0

5.Physical and/or mental incapacity of a spouse	0	0
6.Declaration of nullity or annulment of marriage	0	0
7.Abandonment of spouse	14	45.16
8.Unmarried father/mother	10	32.26
9. Solely providing parental care and support to a child/children	0	0
10.Head of the family due to death, abandonment, disappearance or prolonged absence of the parents	0	0
Total	**31**	**100%**

Table 3 shows that 20 or 64.51% of solo parents are experiencing such status for 1-5 years already; while more of them experiencing such status for 16-20 year. This implies that the respondents are experiencing solo parent status for just a short period.

With respect to the circumstances of being solo parent, 14 or 45.16% and 10 or 32.26% are solo parents due to the abandonment of spouse and for being unmarried father/mother. These findings may simply mean that abandonment of spouse is just a common reason and observation why many results to solo parent status, especially those of young parents who entered into such a relationship at early ages.

On the Extent of Awareness of Solo Parents to Welfare Development and Social Services under RA 8972

The solo parents are **Usually Aware** of the livelihood development services (2.90), and **Educational Benefits** (2.68) afforded them under RA 8972, and they are only **Somewhat Aware** of the other social services. It can be surmised from the findings that the awareness of the solo parents in Barangay Tonton concerning the social services that they are entitled of as provided in RA 8972 is to a **lesser extent.**

The findings may also mean that the solo parents lack information and knowledge on the different benefits and social services embodied in RA 8972 that they can be availed of to improve their living condition, improve their social relationships and lessen or relieve their difficulties and miseries that they are experiencing in life at present.

Table 4
Mean Rating on the Extent of Awareness of the Respondents
on the Welfare Development Benefits and
Social Services under RA 8972

Benefits and Services	**WM**	**Interpretation**
1.Livelihood development services	2.90	Usually Aware
2.Counseling services	2.48	Somewhat Aware

3.Parent effectiveness	2.42	Somewhat Aware
4.Flexible Work for Solo Parent	2.48	Somewhat Aware
5.Special Projects for Solo Parent	2.48	Somewhat Aware
6.No-work Discrimination for Solo Parents	2.26	Somewhat Aware
7.Educational Benefits	2.68	Usually Aware
8.Parental Leave of Seven (7) Working Days for Solo Parent	2.35	Somewhat Aware
9.Housing Benefits for Solo Parent	2.35	Somewhat Aware
10.Medical Assistance/Health Care for Solo Parent	2.45	Somewhat Aware

On the Problems Encountered by Solo Parents to Avail of the Welfare Development and Social Services under RA 897.

The table 5 below represents that greater number of 29 solo parents have encountered problems on insufficient seminars, conferences and information dissemination campaign conducted in their Barangay regarding RA 8972; and lack of subject to fully and objectively implement the welfare development benefits and social services under RA 8972; which were both ranked 1.5; while problem on "unaware of the different procedures in availing the welfare development benefits and social services, was given the last rank of 10.

Table 5
Frequency and Rank Order of the Different Problems
Encountered by the Respondents

Problems Encountered	Frequency (f)	Rank
1.Lack of information about R.A.8972	28	4
2.Unaware of the different procedure in availing the social development and welfare benefits and service offered to solo parents	25	10
3.Lack of coordination of barangay officials and the beneficiaries	26	8.5
4. Lack of full time municipal social workers in the barangay to attend the concerns of solo parents	26	8.5
5. Social development and welfare services and other related services are not fully and objectively implemented	27	6.5
6.Insufficient seminars, conferences, and information dissemination campaign conducted in the barangay regarding the social development and welfare services afforded to solo parents	29	1.5

7. Lack of budget to fully and objectively implement the social development benefits and welfare services under RA 8972	29	1.5
8.No political will of barangay officials to implement RA 8972 re: Benefits and Services afforded to Solo Parents	28	4
9.Lack of trust of Solo Parents to the barangay officials implementing RA 8972 or on the giving/awarding of benefits and services	27	6.5
10. Lack of knowledge and awareness of Solo Parents on the different services under RA 8972 afforded to them	28	4

These findings may mean that because of these problems encountered by the solo parents justified their low level of awareness and knowledge or the different benefits and social services afforded to them under RA 8972. It can be implied from the findings that the barangay officials of barangay Tonton are not fulfilling their functions along with these areas to the maximum to reach out these solo parents so they can also improve their living conditions and enjoy those benefits and services that our government is giving them.

CONCLUSIONS

In the light of the findings of this study the following conclusions were drawn.

1. The solo parent-respondents of Barangay Tonton vary in terms of their socio-economic profile.

2. The solo parent-respondents experienced different degrees of awareness with respect to the welfare development benefits and social services afforded them under RA 8972.

3. The solo parent-respondents encounter various problems in availing the welfare development and social services intended for them under RA 8972.

RECOMMENDATIONS

The following actions are recommended to possibly offer solutions to the different problems and concerns of the solo parents in Barangay Tonton and other section of the society experiencing light in life.

1. The barangay officials of Tonton Lingayen, Pangasinan showed conduct massive information dissemination campaign on the welfare development benefits and social services under RA 8972 and to reach out those solo parents in the remote areas so they can effectively and properly avail of the benefits and services intended for them by the government.

2. The Local Government Unit, through the Municipal Welfare and Development Office, should support the barangay's information dissemination campaign or RA 8972 and should provide a lot sufficient fund to finance its full implementations.

3. The barangay council of Tonton, Lingayen should organize eligible solo parents for easier dissemination of information regarding the Solo Parents Act or the RA 8972

4. The solo parents of Barangay Tonton in Lingayen should participate cooperate and support in those programs, projects and intended in them, particularly those services embodied in RA 8972 by their barangay officials.

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ALTERNATIVE LEARNING SYSTEM PROGRAM; ITS CONTRIBUTION TO THE ACCREDITATION & EQUIVALENCY TEST PASSERS' LIVING CONDITION

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ABSTRACT

The study aims to evaluate the contribution of the Alternative Learning System (ALS) program to the living condition of the Accreditation and Equivalency (A&E) Test passers in the district of Alicia, Bohol, Philippines. The researchers employed the descriptive survey method in order to obtain information concerning the current status of the variables or conditions in a situation with the aid of researchers' constructed questionnaire as the gathering tool in this study. The study found out that Alternative Learning System program was very helpful in the lives of the Accreditation and Equivalency Test passers as to socio-economic status; their age, age year graduated, employment status, and continuing education are necessary for occupational opportunity. As to self-transformation, the graduate can succeed in life regardless of age, sex, year graduated, employment status, business/entrepreneurship, continuing education and monthly income. The result implies that ALS program can help them succeed in life but due to limited acquired skills, they can get employment with a low monthly income. Therefore, this study concludes that ALS program effectively help the graduates to numerous opportunity such as employment, educational advancement and self-worth. Based on the conclusions mentioned, the researchers recommend that ALS passers are encouraged to proceed to higher education so they will become professional and able to apply for a job with higher salary and compensation and there should be a graduate tracer program to ensure monitoring and evaluation of their living condition. Furthermore, there should be an inclusion of business and entrepreneurship training-workshops in the curriculum in order to generate livelihood projects and other source of income. Lastly, LGU should initiate program that can develop skills for ALS graduates and other people.

Keywords: Accreditation and Equivalency Test Passers, Alternative Learning System Program

INTRODUCTION

Every Filipino has the right to free basic education, but not all were given a chance to finish their studies from formal school because of different reasons, that is why there were many dropouts from school, while others don't have schools in their place.

According to Apao, Dayagbil, Abao (2014) as cited by Atilano, Omanito, and Desipeda (2016), illiteracy was noted as the biggest obstacle that hampers the economic growth of a country. Southeast Asian and African countries, most especially, have been bombarded with economic crisis brought about by poverty which links to illiteracy. Philippines was tagged as one of the countries to have the highest poverty incidence rates in Southeast Asia. Amongst everyone, the out-of-school children (OSC), out-of-school youth (OSYs), and out of-school adults (OSAs) were the most affected by poverty due to lack of educational opportunities created, however, by illiteracy itself said.

With these premises, the researchers chooses this study to evaluate the contribution of Alternative Learning System Program to the living conditions of Accreditation and Equivalency test passers of Alicia District.

To deeply know if ALS has a great help in the lives of the respondents, if their socio-economic status has changed, if their personal lives has transformation, and if they have an achievement after passing and graduating the program.

REVIEW OF LITERATURE

The Alternative Learning System (ALS) is a parallel learning system in the Philippines that provides a practical option to the existing formal instruction. When one does not have or cannot access formal education in schools, it is an alternate or substitute. ALS includes both the non-formal and informal sources of knowledge and skills. There are two major programs on ALS that are being implemented by the Department of Education. One is the Basic Literacy Program which aims to uproot the illiteracy of the out-of-school youth and adults by teaching how to read and write or known as literacy and numeracy, and the other is the Continuing Education Program – Accreditation and Equivalency (A&E). The Department of Education (DepEd) leads in the delivery of a "second chance" program to build human capital of out of school youth and adults through the implementation of the Alternative Learning System. ALS enrollees who pass the accreditation and equivalency (AE) exam receive a government credential that can facilitate access to higher education, vocational training, and overall better employment prospects (World Bank, 2018).

Since every Filipino has a right to free basic education, the government establishes an Alternative Learning System to provide all Filipinos the chance to have access to and complete basic education in a mode that fits their distinct situations and needs. The 1987 Philippine Constitution provides for the recognition and promotion of other forms of education other than formal education. Article XIV, Section 2, Paragraph 4 concisely encourages non-formal, informal and indigenous learning systems as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs. Furthermore, it provides for the recognition and promotion of other forms of education other than formal education through Article XIV, Section 2, Paragraph (1) declares that the State shall establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society; and paragraph (4) concisely encourages non-formal, informal and indigenous learning systems as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs.

This provision leads to the Governance Act for Basic Education otherwise known as the Republic Act 9155 stipulates the establishment of the Alternative Learning System (ALS) to provide out-of-school children, youth and adults population with basic education (deped.gov.ph) According to Hamid (2011) as cited by Ghaemi (2014) seriously examined socio-economic status for its influence on academic achievement and the number of them is even smaller in the field of foreign language learning. The relationships between secondary school students' family socioeconomic characteristics and their academic achievement in English in a rural sub-district in Bangladesh. The results revealed that the rural students had low levels of academic achievement in English and within this overall low level of achievement, there were patterned relationships between the students' family income and parental education and their academic achievement in English. Students who had higher levels of parental education and family income were more likely to obtain higher scores on the proficiency test as well as higher grades in English in the Secondary School Certificate examination. Participatory educations that promote critical self-reflection that lead to transformed habits of the mind are the essence of transformative learning (Mezirow, 2000). Mezirow (1997) has stated that critical reflection is the key concept in transformational learning. Transformation should be directed towards more complex teaching epistemologies that recognise uncertainty and risk (Lotz-Sisitka, 2010). According to Gorski (2001), multicultural education must be a transformational process; that is, it must be a process through which all aspects of education are examined and critiqued and rebuilt on ideals of equity and social justice. Most people who identify with multicultural education as an important process for improving education for all students agree that transformation--large scale change--is needed in curriculum, pedagogy, assessment, and other aspects of schools and schooling.

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Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). It should be considered to be a multifaceted construct that comprises different domains of learning (Steinmayr, Meißner, Weidinger & Wirthwein, 2014).

OBJECTIVES OF THE STUDY

The specific objectives of the study are the following:

1. What is the demographic profile of the respondents in terms of:
    1.1 age;
    1.2 sex;
    1.3 year graduated;
    1.4 skills acquired;
    1.5 employment status;
    1.6 business;
          1.7 continuing education and;
    1.8 monthly income?
2. What is the respondents' living condition in terms of:
    2.1 socio- economic status;
    2.2. self- transformation; and
    2.3 achievement?
3. Is there a significant relationship between alternative learning system program; its contribution to the A&E test passers' living condition in terms of:
    3.1 socio- economic status;
    3.2. self- transformation; and
    3.3 achievement?
4. What development plan could be proposed based on the findings?

RESEARCH METHODOLOGY

Design

Descriptive survey method research was used in order to obtain information concerning the current status of the variables or conditions in a situation with the aid of questionnaire as the gathering tool in this study.

Environment and Participants

This study was conducted in Alicia District only which is located in the eastern part of the province of Bohol. The respondents subjected in this study through random selection, with one hundred (100) ALS graduates in the said district. They were composed of fifty (50) females and only fifty (50) male respondents.

Instrument

The researchers employed an enhanced questionnaire *constructed by the researcher and was validated by the statistician in order to answer the research objectives.* The said questionnaire was presented and validated by the statistician in order to strengthen its data gathering. It was composed of two parts, first is the ALS passers' profile such as age, sex, year graduated, skills acquired, employment status, business, continuing education and monthly income. Second part is the ALS passers' living conditions composed of three (3) categories, the first category is about the socio-economic status, second is self-transformation and last is the achievement of the ALS passers, with a total of thirty (30) items.

The gathered data where tallied, collated. And subject to careful analysis and interpretation through statistical treatment.

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Data Gathering Procedure

The respondents go through the proper procedure from the Dean of College of Advanced Studies, Superintendent of the Department of Education, and official permit from the Supervisor to conduct this study; the researcher likewise asked permission to the District Alternative Learning System Coordinator (DALSC) for the purpose of this study. Questionnaires were distributed personally to the respondents and explained to them thoroughly the importance of the study and assisted in answering the questionnaires to clarify the difficult words or questions to the respondents. The said respondents were given ample time to answer the questions. It was then retrieved the answered questionnaires by the researcher itself.

The gathered data were then tallied, tabulated and collated and were subjected to descriptive and inferential statistics for the purposes of analysis and interpretation in accord to the specific problems of the study. Thus, adding empirical data.

Data Analysis

To determine IF THERE IS A significant relationship between alternative learning system program; its contribution to the A&E test passers' living condition, the percentage, weighted mean, and Spearman Rank Correlation Coefficient (rs) were used.

RESULTS AND FINDINGS

As shown in Table 1, the result indicates that majority of the graduates where from the age bracket of 21-30 years old with fifty-nine (59) frequency of the total respondents. This means that most ALS respondents were within the early adulthood period wherein career related achievements and preparation of life attainment occurs. As to sex, there were fifty (50) male respondents and female respondents for a total of 100. There was equality distribution of respondents in this study. On the other hand, out of one hundred (100) ALS respondents, there were frequency of twenty-nine (29) who were able to graduate from the program during the year 2017, in terms of the skills acquired by the ALS respondents, it shown that seventy-two (72) of the respondents did not acquire any skills. The result reveals that majority of the respondents were uninterested in acquiring additional training either from vocational courses or short courses but instead they considered job opportunity. As to employment status, there were only thirty-eight (38) of the total respondents were unemployed and sixty-four (64) of them were to get employment. Most of the ALS respondents were employed as a result after taking ALS program and they were able to provide basic needs for their self and family.

Table 1.Profile of the Respondents

1.1 Age	Frequency	Percentage	Rank
Below 20 years old	6	6%	3
21-30 years old	59	59%	1
31-40 years old	30	30%	2
41-50 years old	4	4%	4
51-60 years old	1	1%	5
61 years old and above	0	0%	
Total	100	100.00%	

1.2 Sex			
Male	50	50%	1.5
Female	50	50%	1.5
Total	**100**	**100%**	
1.3. Year Graduated			
2013	15	15%	**4**
2014	16	16%	**5**
2015	20	20%	**2.5**
2016	20	20%	**2.5**
2017	29	29%	**1**
Total	**100**	**100.00%**	
1.4 Skills Acquired			
None	72	72%	**1**
Cookery NCII	4	4%	**6.5**
Driving	3	3%	**6**
Electrical Installation Maintenance	1	1%	**7.5**
Tailoring	1	1%	**7.5**
Welding	8	8%	**2**
Bread and Pastry	4	4%	**6.5**
Others	7	7%	**1**
Total	**100**	**100%**	
1.5 Employment Status			
Unemployed	36	34%	**2**
Employed	64	64%	**1**
Total	**100**	**100%**	
1.6 Business/ Entrepreneurship			
None	96	96%	**1**
Sole Proprietorship	4	4%	**2**
Total	**100**	**100%**	
1.7 Continuing Education			
None	84	84%	**1**
Vocational	1	1%	**4**
Senior High School	6	4%	**3**
College	9	11%	**2**
Total	**100**	**100%**	
1.8 Monthly Income			
below 5,000	71	71%	**1**
6,000-10,000	20	20%	**2**
11,000-15,000	4	4%	**3**
16,000-20,000	1	1%	**6**
21,000-25,000	1	1%	**6**
26,000-30,000	1	1%	**6**
above 31,000	2	2%	**4**
Total	**100**	**100%**	

Legend:

Rating Scale	Descriptive Interpretation (DI)
3.25 – 4.00	Strongly Agree (SA)
2.50 – 3.24	Agree (A)
1.75 – 2.49	Disagree (D)
1.00 – 1.74	Strongly Disagree

The results connotes that most ALS graduates established the sense of purpose and acquired knowledge necessary for adult life.

Table 3.1 Relationship Between the Respondents' Profile and Their Living Condition as to Socio-Economic Status

Correlation is at 0.05 level (2-tailed)

Socio-Economic Status and………	r	Sig.	Interpretation	Decision
Profile				
Age	0.289	0.004	Significant	Reject Ho
Sex	0.054	0.595	Not Significant	Do not Reject Ho
Year Graduated	-0.257	0.010	Significant	Reject Ho
Employment Status	0.333	0.001	Significant	Reject Ho
Business/ Entrepreneurship	-0.013	0.896	Not Significant	Do not Reject Ho
Continuing Education	-0.373	<0.001	Significant	Reject Ho

Table 3.1 shows the relationship between the respondents' profile and their living condition as to socio-economic status. The result revealed that there is significant relationship between the socio-economic status of the respondents and their profile in terms of age, year graduated, employment status, and continuing education, hence, the null hypothesis is rejected. The result signifies that age, year graduated, employment status, and continuing education are necessary for occupational opportunity. After graduating the program, ALS passers able to land a job and provide the basic needs of their family.

However, there is no significant relationship between the respondents' socio-economic status and their profile as to sex and business/entrepreneurship, hence the researcher failed to reject the null hypothesis. This denotes that the respondents' sex and business/entrepreneurship were not the basis to achieve high-level socio-economic status. Moreover, ALS passers were not engaged in business or entrepreneur since they were given opportunity to get employment after graduated the program.

Table 3.2 shows the relationship between the respondents' profile and their living condition as to self-transformation. The result revealed that there is a significant relationship between socio-economic status of the respondents in terms of continuing education and sex to self-transformation. Thus, the null hypothesis is rejected. This means that their lives changed for the better after graduated ALS program. The program effectively obtains its goals to improve living condition after taking and completing the course program.

On the other hand, there is no significant relation between alternative learning system program; its contribution to the A&E test passers' living condition as to age, year graduated, employment status, business/entrepreneurship and monthly income to self-transformation. Hence, the researcher failed to reject the null hypothesis.

This change may depend on the person's decisions and perspectives in life. Education is an important process for improving the lives of the students and can build self- transformation.

Table 3.2Relationship Between the Respondents' Profile and Their Living Condition as to Self-Transformation

Self-Transformation and………	r	Sig.	Interpretation	Decision
Profile				
Age	-0.126	0.213	Not Significant	Do not Reject Ho
Sex	-0.206	0.039	Significant	Reject Ho
Year Graduated	0.139	0.169	Not Significant	Do not Reject Ho
Employment Status	-0.016	0.875	Not Significant	Do not Reject Ho
Business/ Entrepreneurship	-0.047	0.642	Not Significant	Do not Reject Ho
Continuing Education	0.278	0.005	Significant	Reject Ho
Monthly Income	0.046	0.647	Not Significant	Do not Reject Ho

*Correlation is at 0.05 level (2-tailed)

Table 3.3 shows the relationship between the respondents' profile and their living condition as to achievement. The result revealed that there no significant relationship between the achievement of the respondents and their profile in terms of age, sex, year graduated, employment status, business/entrepreneurship, continuing education and monthly income education hence, the researcher failed to reject the null hypothesis. The results implies that the ALS graduate can succeed in life regardless of age, sex, year graduated, employment status, business/entrepreneurship, continuing education and monthly income. The importance of skills and lifelong learning according to Vera, Toscano, Rodrigues, and Costa (2017) revealed that social outcomes were affected not only by the formal qualification obtained, determined by the education variable, but also throughout the life cycle. Indeed, education and training when undertaken during adult life have a significant impact, especially in volunteering.

Table 3.3Relationship Between the Respondents' Profile and Their Living Condition as to Achievement

Achievement and………	r	Sig.	Interpretation	Decision
Profile				
Age	-0.063	0.531	Not Significant	Do not Reject Ho
Sex	0.007	0.943	Not Significant	Do not Reject Ho
Year Graduated	-0.026	0.797	Not Significant	Do not Reject Ho
Employment Status	-0.039	0.737	Not Significant	Do not Reject Ho
Business/Entrepreneurship	0.169	0.094	Not Significant	Do not Reject Ho
Continuing Education	0.146	0.148	Not Significant	Do not Reject Ho
Monthly Income	0.124	0.219	Not Significant	Do not Reject Ho

Correlation is at 0.05 level (2-tailed)

CONCLUSIONS

The results revealed a significant relationship on the Alternative Learning System program to the living condition in terms socio- economic status. Therefore, this study concludes that ALS program effectively help the graduates to numerous opportunity such as employment, educational advancement and self-worth. This means that after the program, their lives changed for the better and effectively obtain its goals to improve living condition after taking and completing the program.

RECOMMENDATIONS

Based on the conclusions mentioned, the following recommendations are offered.
1.   ALS Passers are encouraged to proceed to higher education so that they will become professional and able to apply for a job with higher salary and compensation.
2.   There should be an ALS graduate tracer program to ensure monitoring and evaluation of their living condition.
3.   There should be an inclusion of business and entrepreneurship training- workshops in the curriculum in order to generate livelihood projects and other source of income.
4. LGU should initiate program that can develop skills for ALS graduates and other people.

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TEACHERS' BEHAVIORAL COMPETENCIES AND JOB SATISFACTION: A BASIS FOR PROPOSED DEVELOPMENTAL PLAN

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ABSTRACT

Teachers' competencies and motivation have remained two separate areas in history of educational research, but much attention of research is not paid to correlation between teaching competencies and teacher motivation. The main thrust of this study was to determine the teachers' level of behavioral competencies in relation to their level job satisfaction in the public elementary schools of Ubay, Bohol, Philippines. This study employed descriptive survey using modified questionnaires from the survey-checklists in order to address the primary aim of this study. There were a total number of one hundred ninety-eight (198) respondents who participated in the survey, comprising of one hundred eighty-two (182) teachers and sixteen (16) school heads. After the data collection, these were tabulated, analyzed and interpreted. It was found out that there is no significant relationship between the teachers' profile to behavioral competencies and job satisfaction, and no relationship between teachers' behavioral competencies and job satisfaction. Furthermore, there is a significant difference between the respondents' viewpoint on the overall teachers' behavioral competencies while there is a significant difference between the respondents' assessment on the overall teachers' job satisfaction. Therefore, it was concluded that the teachers' satisfaction in their work defends on how they will perform on the given competencies that emphasizes on professionalism and ethics which demonstrates on the standard of conduct and morality of their profession. Based upon the findings and conclusions of the study, it was recommended that the Department of Education (DepEd) may design remedial measures that could elevate the job satisfaction level of the teachers, especially in the aspect of job security; and there should be an intensified trainings and workshops especially to the neophyte teachers who need technical assistance and support.

Keywords: Behavioral Competencies, Developmental Plan, Job Satisfaction, Teachers

INTRODUCTION

Teachers are individuals who are the most important group of professionals for a nation's future. Therefore, their motivation towards their job is important. However, the critical question is, "Are the teachers satisfied and happy in being called Kto12 teachers of the 21st Century?" Whether the response is Yes or No, the importance of teachers' job satisfaction in having a motivated and productive workforce could not be underestimated.

Job satisfaction is the employees' or workers' feelings and a state of mind towards the nature of their work. This can be influenced by such factor as the quality of relationship with their supervisors, employers and managers, the quality of their work environment, degree of fulfillment and the like (Zidle, 2012).

According to Aziz, F., Akhtar, M., & Rauf, M. (2014), the problem of quality education has been considered the most significant reason of its underdevelopment. Sometimes teachers are observed motivated but not competent and in certain cases are competent but not motivated. Both situations greatly influence learning and educational process.

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been considered the most significant reason of its underdevelopment. Sometimes teachers are observed motivated but not competent and in certain cases are competent but not motivated. Both situations greatly influence learning and educational process.

Likewise, Ololube (2016) cited Nigerian government's position concerning the job performance of the teachers. The government accuses the teachers of negligence, laziness, purposeful lethargy, and lack of dedication and zeal to work. It further argues that teachers' level of efficiency and effectiveness does not necessitate the constant request for salary increase, incentives and better working conditions. While teachers on their part argue that the existing salary structure, benefits and working conditions do not satisfy their basic needs in as much as other sectors of the economy have bigger salary structure, better motivation and enhanced working conditions. They feel Nigeria's economy is not properly balanced, hence, their demands.

As observed in the Philippines, teachers are bombarded with different tasks other than their main job description which is curriculum implementation and/or instruction. These tasks, dubbed as 'ancillaries', have somehow brought stress to teachers which may affect their job performance in some ways. Undoubtedly, teaching is considered the most challenging job and yet teachers are underpaid. The entry salary of teachers is not enough to suffice their needs especially that they have to get a parcel of it for their instructional materials.

The situation above has urged the researcher to evaluate the job satisfaction level of public elementary school teachers in relation to the core behavioral competencies set by the Department of Education in order to craft an enhancement program. Relative variables such as age, civil status, sex, highest educational attainment, and teaching experience of teachers will also be determined and correlated with their job satisfaction level and behavioral competencies.

LITERATURE BACKGROUND

It is no longer news that job satisfaction anchors employee performance. One of the most important goals of an organization is to maximize employee performance in order to accomplish those goals (Butler & Rose 2011). In doing this, the organization needs not only highly motivated but also satisfied and psychologically balanced employees to increase performance and productivity in the organization.

Teachers' competencies and motivation have remained two separate areas in history of educational research, but much attention of research is not paid to correlation between teaching competencies and teacher motivation. One of the most essential elements in education that determines the quality is the competence and commitment of the teachers who convey knowledge and values to their students. Teachers' competencies have been considered an outcome-based method for assessing teacher performance. There is a rising need for developing and attaining standards or competence for all teachers in the recent competitive and demanding teaching environment.

Majority of the educational researchers have conducted their studies on teachers' competencies and motivation separately. It is an admitted fact that a competent teacher is more motivated than noncompetent teacher is. If a competent teacher gets his/her proper place in the system, then his/her motivation has no problem. He would like to stay in the profession for a long time. On the other side a motivated teacher can be incompetent. This situation would be alarming for quality education (Aziz, F., Akhtar, M., & Rauf, M., 2014).

Nguyen, K, Griffin, P, and Nguyen, C (2006) quoted Medley who refers teacher competence as the knowledge, abilities, and beliefs a teacher possesses and brings to the teaching situation. These attributes constitute a stable characteristic of the teacher that does not change appreciably when the teacher moves from one situation to another. They further cited Rice who refers teaching competence as the ability to teach well and considers teacher competencies as the knowledge, skills and attitudes that satisfactorily meet the social and professional requirements of teaching roles and bring about good learning.

In literature, job satisfaction and motivation are often taken as synonyms and are considered necessary to the on-going and long-lasting growth of educational systems throughout the world. A researcher ranked them alongside professional knowledge and skills, core competencies, educational assets as well as strategies, in indisputably determining educational success and performance.

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On the other hand, this study was anchored from the following legal bases. The 1987 Philippine Constitution under Article XIV, states that the State shall assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment.

As mandated above, the Philippine government thrives to uplift the education system of the country through allocating the biggest budget for adequate salary of teachers. This mandate, if properly observed and implemented, may somehow increase the teachers' job satisfaction level and behavioral competencies.

Furthermore, Article II, Section 3 and 4 of the "Code of Ethics for Professional Teachers" states that the interest of the State and the Filipino people demand every teacher to be physically, mentally and morally fit, and shall possess a full commitment and devotion to duty.

The Code above was considered and included by the Department of Education (DepEd) in the behavioral competency checklist it crafted. In fact, it stands as one indicator that all teachers must comply with in order to become behaviorally competent teachers. The implication of this inclusion is that DepEd would like to keep its teachers grounded on the ethics and desirable values as professionals and as models for their students and the community.

Finally, Section 1 of Republic Act No. 4670 also known as "The Magna Carta for Public School Teachers" states the policy of this Act to promote and improve the social and economic status of public school teachers, their living and working conditions, their terms of employment and career prospects in order that they may compare favorably with existing opportunities in other walks of life, attract and retain in the teaching profession more people with the proper qualifications, it being recognized that advance in education depends on the qualifications and ability of the teaching staff and that education is an essential factor in the economic growth of the nation as a productive investment of vital importance.

In general, the different literatures suggest that there is truly a need to evaluate the educational system of the country, particularly in the status of teachers in terms of job satisfaction and behavioral competencies in order for the Department of Education to be aware on the authentic scenario in the field and to come up with some interventions.

Romero and Bantigue (2017) examined the job satisfaction level of K to 12 teachers and concluded that Kto12 teachers show satisfaction as job performers, but express deem hope for being promoted or reclassified; Kto12 teacher-respondents were satisfied on the actuations of their superior or manager, but not happy with their working environment; if an employee does his work well, he does his work honestly; the feeling of insecurity is borne out of poor attitude towards low grade position; an employee is satisfied with his job if his work is highly regarded in the community yet the Kto12 teachers feel a sense of rootlessness; and an employee will not show job satisfaction by just being a male or a married man.

Meanwhile, in the study of Kalhotra (2012), he found out that teachers, regardless of gender and civil status, demonstrated the same level of job satisfaction on these particular aspects: intrinsic aspect of the job, salary, promotional avenues and services conditions, physical facilities, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students, relationship with co- workers and total components of job satisfaction.

In contrary, Feng (2007), in his study conducted among 434 teachers China, indicated that teacher satisfaction is quite low in salary and work intensity, but are quite high in self-fulfillment. In general, personal factors such as age, length of service, core courses in teaching significantly affects teachers' job satisfaction.

Schahzada and Gillani (2012) as cited by Romero and Bantigue (2017) revealed that compensation, working conditions, social status and school policies and practices were the aspects of teachers' job satisfaction.

satisfaction. In consonance, Huyman's (2008) as cited by Romero and Bantigue (2017) found out that security, activity, social service, variety and ability utilization were intrinsic factors which ranked highest in contributing to the rural school teachers' job satisfaction while extrinsic factors such as recognition, company policies, opportunities for advancement, co-workers and compensation greatly affects dissatisfaction.

Butt (2005) as cited by Shukla (2014) attempted to find out the differences in teachers' job satisfaction and workload in primary schools. The findings of the study were reported as that internal factors like modernization and remodeling of the work atmosphere will be more relevant than externally imposed measures like government policy. The study also reported that increased workload has reduced the job satisfaction of the primary school teachers.

Sargent (2005) as cited by Shukla (2014) reported that female teachers, married teachers, teachers who are more highly ranked and those who are more socially similar to their surrounding communities are more satisfied in their job as teachers.

According to Jalali (2002), if a teacher gains general competence and specialized competencies it may have great results, such as more job satisfaction. In symmetry, Selvam (2012) postulated that there is a significant, positive relationship between satisfaction and teaching Competency of the high school teachers. He further concluded that job satisfaction plays an important role in determining teaching competency of high school teachers with respect to sex, age, educational qualification, locality, type of school and teaching experience.

OBJECTIVES OF THE STUDY

The main thrust of this study was to determine the teachers' level of behavioral competencies in relation to their level of job satisfaction in the public elementary schools of Ubay I District, Division of Bohol, Philippines.

Specifically, this study sought to answer the following questions:

1. What is the teachers' profile in terms of:
>   1.1 age,
>   1.2 sex,
>   1.3 civil status,
>   1.4 highest educational attainment,
>   1.5 number of years of teaching experience, and
>   1.6 number of relevant trainings and seminars attended?

2. What is the level of teachers' behavioral competencies as perceived by the respondents in terms of:
>   2.1 self-management,
>   2.2 professionalism and ethics,
>   2.3 result focus,
>   2.4 teamwork,
>   2.5 service orientation, and
>   2.6 innovation?

3. What is the teachers' level of job satisfaction in terms of:
>   3.1 security;
>   3.2 work environment;
>   3.3 job responsibilities; and
>   3.4 community attachments/linkages?

4. Is there a significant relationship between the:
      4.1 teachers' profile and behavioral competencies,
      4.2 teachers' profile and job satisfaction, and
      4.3 teachers' behavioral competencies and job satisfaction?

5. Is there a significant difference between the perceptions of respondents on teachers' behavioral competencies and job satisfaction?

6. What development plan can be proposed to improve teachers' behavioral competencies and job satisfaction?

RESEARCH METHODOLOGY

Design

      This study employed descriptive survey using modified questionnaires. The quantitative data from the survey-checklists were utilized in order to address the primary aim of this study. This design was found to be appropriate for the purpose of the study which was to evaluate the relationship between the teachers' behavioral competencies and job satisfaction.

Environment and Participants

      The Ubay I District of Bohol, being the locale of the study, is located in the northeastern part of the province. It is composed of sixteen (16) public elementary schools. Every school is managed by a principal, head teacher, or school-in-charge. The study is conducted in this area since the researcher's concerned field and location of workplace.

      Meanwhile, this research utilized complete enumeration as a survey method to gather more comprehensive and reliable data. Thus, there were a total number of one hundred eighty (180) respondents who participated in the survey, comprising of one hundred sixty-four (164) teachers and sixteen (16) school heads.

Instrument

      This study used instruments that were modified from other related researches to suit with the locale context and were pilot-tested to school heads, teachers, and pupils other than the selected respondents for readability and validity.

      On demographic profile. This component determined the respondents' age, sex, civil status, highest educational attainment, teaching experience, and relevant trainings and seminars attended.

      On Teachers' Behavioral Competencies. This 30-item questionnaire was developed by the Department of Education (DepEd) during its implementation of the Results-Based Performance Management System (RPMS). This instrument has 6 core indicators, namely: self-management; professionalism and ethics, result focus, teamwork, service orientation, and innovation.

      On Teachers' Job Satisfaction. To assess the level of job satisfaction of teachers, the researcher adopted the 40-item questionnaire of Minnesota Satisfaction Questionnaire (Copyright 1967). The tool contains items categorized into 4 dimensions namely: security, work environment, job responsibility, and community attachment/linkage. Although it's an old instrumentation, it is still applicable in the present-day situations.

Data Gathering Procedure

      The researchers sought an approval to conduct the study. Then, the researchers distributed the questionnaires together with the approved letter of conduct to the identified respondents.

      The researchers assured the respondents regarding the confidentiality of their responses and solicited their sincere cooperation to honestly and objectively answer the questionnaires. After the data collection, these were tabulated, analyzed, interpreted, and reported.

Data Analysis

Simple percentage was used to determine the profile of the respondents. The weighted mean was utilized to obtain the teachers' behavioral competencies and job satisfaction.

To find the relationship between teachers' profile and their level of behavioral competencies and job satisfaction; the Chi-square formula was used.

To determine the difference between the perceptions of the respondents on the teachers' behavioral competencies and job satisfaction, the z-test was used.

Lastly, to evaluate the relationship between teachers' level of behavioral competencies and job satisfaction, the Spearman Rank Correlation Coefficient was employed while t-test determined its significant relationship.

THE FINDINGS

Table 1 represents the profile of the respondents includes age, sex, civil status, highest educational attainment, number of years of teaching experience, and number of trainings and seminars attended relevant to teachers' behavioral competencies. The results are presented below.

In terms of their age, it can be gleaned in the table that out of one hundred sixty-four (164) respondents, sixty- eight (68) or (41.46%) belonged to age bracket of 31-40. Meanwhile, only ten (10) or (6.10%) were on the age bracket of 51-60 and was rank lowest. The data implied that the research locale was dominated with young breeds of teachers.

The general notion is that the higher the age of an individual, the more responsible he or she will become in the different aspects of life, including his or her work.

Table 1. Teacher-Respondents' Profile

1.1 Age	(in years)	Frequency	Percentage (%)	Rank
	51-60	10	6.10%	4
	41-50	51	31.10%	2
	31-40	68	41.46%	1
	20-30	35	21.34%	3
Total		**164**	**100%**	
1.2 Sex				
Male		14	8.54	2
Female		150	91.46%	1
Total		**164**	**100%**	
1.3 Civil Status				
Single		25	15.24%	2
Married		138	84.15%	1
Separated/Divorced		0	0.00%	4
Widowed/Widower		1	0.61%	3
Total		**164**	**100%**	
1.4 Highest Educational Attainment				
Bachelor's Degree		46	28.05%	2
With M.A. units		73	44.51%	1
CAR in M.A.		37	22.56%	3
Master's Degree Holder		4	2.44%	4
With Doctoral units		1	0.61%	6.5
CAR in Doctoral		2	1.22%	5
Doctorate Holder		1	0.61%	6.5
Total		**164**	**100%**	

1.5 Teaching Experience (years)			
21 and above	11	6.71%	5
16-20	29	17.68%	4
11-15	31	18.90%	3
6-10	39	23.78%	2
0-5	54	32.93%	1
Total	**164**	**100%**	

1.6 Number of Attendance to Relevant Trainings and Seminars			
Never attended any behavioral competencies-related training.	10	6.10%	4
Attended only the basic in-service training for teachers' behavioral competencies	27	16.46%	3
Attended 2-4 behavioral competencies-related training/seminars.	71	43.29%	1
Attended more than 5 behavioral competencies-related training/seminars.	56	34.15%	2
Total	**164**	**100%**	

The same table shows that the research locale was more dominated by female teachers than male ones with a frequency of one hundred fifty (150) or (91.46%) and fourteen (14) or (8.54%), respectively. From the data, it can be implied that teaching profession is more appealing to females than males (Olaivar, 2016).

As exhibited in table 1, out of one hundred sixty-four respondents, one hundred thirty- eight (138) teachers (84.15%) were married; twenty-five (25) teachers (15.24%) were single; and only one (1) teacher (0.61%) was a widowed/widower. The data suggest that most of the teachers had their own family which also needs their time and attention aside from the duties and responsibilities expected of them in their respective classrooms.

The educational qualifications of the respondents were categorized into seven levels: Bachelor's degree holder, with M.A units, CAR in M.A., Master's degree Holder, with Doctoral units, CAR in Doctoral, and Doctorate Holder.

The result exhibits that seventy- three (73) or (44.51%) had M.A. units, forty-six (46) or (28.05%) had only earned Bachelor's degree, thirty- seven (37) or (22.56) had CAR in M.A., four (4) or (2.44%) had Master's degree, one (1) or (0.61%) had Doctoral units, two (2) or (1.22%) had CAR in Doctorate, and only one (1) or (0.61%) had earned Doctorate degree.

The result implied that majority of the respondents was not yet able to finish their graduate and post-graduate studies. It can be inferred that since majority of the teacher-respondents were young and new in the service, they are still in the work adjustment period. Thus, they somehow feel unready to pursue graduate studies.

On teaching experienced, the data revealed that out of one hundred sixty-four respondents, fifty-four (54) or (32.93%) had 0-5 years of teaching experience. On the other hand, there were only eleven (11) or (6.71%) had a teaching experience of 21- years and above. The results tell that most of the teachers in the research locale were new in their job. A common mantra says that "Experience is the best teacher". This implies that the longer the years a teacher teaches the more expert and confident he or she will be in terms of facilitating classroom learning.

Lastly, the table 1 tells that out of 164 respondents, majority of them seventy- one (71) or (43.29%) had attended 2-4 trainings/seminars relevant to teachers' behavioral competencies hosted by the Department of Education (DepEd). Meanwhile, only ten (10) or (6.10%) had never attended the said trainings/seminars. The data simply implied that schools responded well on the call of DepEd regarding the professional development of its teachers in terms of their behavioral competencies.

Table 2. Respondents' Assessment on the Teachers' Behavioral Competencies

Statement	School Heads		Teachers		Overall		
	WM	VI	WM	VI	WM	VI	Rank
2.1. Self-Management	4.24	RM	4.05	CD	4.15	CD	3
2.2. Professionalism and Ethics	4.48	RM	4.22	RM	4.35	RM	1
2.3. Result Focus	4.31	RM	3.86	CD	4.09	CD	4.5
2.4. Teamwork	4.46	RM	4.16	CD	4.31	RM	2
2.5. Service Orientation	4.28	RM	3.89	CD	4.09	CD	4.5
2.6. Innovation	4.16	CD	3.84	CD	4.00	CD	6
Overall Average Weighted Mean	**4.32**	**RM**	**4.00**	**CD**	**4.17**	**CD**	

Legend:
Rating Scale
Descriptive Interpretation
4.20 – 5.00   Role Model (RM)
3.40 – 4.19   Consistently Demonstrates (CD)
2.60 – 3.39   Most of the Time Demonstrates
1.80 – 2.59   Sometimes Demonstrates (SD)
1.00 – 1.79   Rarely Demonstrates (RD)

Table 2 portrays teachers' behavioral competencies. This variable was measured in six constructs, namely: self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation. Each construct is composed of 5 items.

As revealed on the table, both the school heads and teachers shared the same perceptions on the latter's behavioral competencies. Among the six constructs, "Professionalism and Ethics" ranked first with the cumulative weighted mean of 4.35, interpreted as 'Role Model'. This suggests that teachers manifested and demonstrated commendable professionalism in the workplace taking into account the Professional Code of Ethics for Teachers.

Meanwhile, teachers' behavioral competencies in terms of "Innovation" was rated the lowest weighted mean of 4.00, interpreted as 'Consistently Demonstrates'. This result signifies that teachers have consistently demonstrated involvement in addressing the problems and challenges arising in their respective workplace. This implies further that they possess the ability of thinking outside the box, promoting a creative and inspiring climate, demonstrating resourcefulness and the ability to succeed with minimal resources, and translating creative thinking into tangible changes and solutions that improve the work unit and organization.

In general, the teachers' behavioral competencies got the overall weighted mean of 4.17, interpreted as 'Consistently Demonstrates'. The implication is that teacher-respondents are behaviorally competent. They consistently exemplify the duties and responsibilities expected of them as teachers in the Department of Education.

Table 3. Respondents' Assessment on the Teachers' Job Satisfaction

Statement	School Heads		Teachers		Overall		
	WM	VI	WM	VI	WM	VI	Rank
3.1 Job Security	3.28	VS	3.11	S	3.20	S	4
3.2 Work Environment	3.48	VS	3.25	VS	3.37	VS	1
3.3 Job Responsibilities	3.44	VS	3.19	S	3.32	VS	3
3.4 Community Attachment or Linkages	3.48	VS	3.24	S	3.36	VS	2
Overall Average Weighted Mean	**3.42**	**VS**	**3.20**	**S**	**3.31**	**VS**	

Legend:
Rating Scale   Descriptive Interpretation (DI)   3.25 – 4.00 Very Satisfied (VS)
2.50 – 3.24   Satisfied (S)
1.75 – 2.49   Dissatisfied (D)
1.00 – 1.74   Very Dissatisfied (VD)

Table 3 demonstrates the teachers' job satisfaction level. In the present study, this variable was measured in four indicators, namely: job security, work environment, job responsibilities, and community attachments or linkages. Each of these indicators is composed of 10 items.

As shown on the table, among the four indicators of job satisfaction, "Work Environment" got the highest weighted mean of 3.37, interpreted as 'Very Satisfied'. In this study, work environment includes the school policies, organizational structure, physical facilities, environment, and the workers' emotional aspects. The data denote that the teachers were very much satisfied on the working conditions of the workplace they are into, including the school policies, the extent of support they received from their administrators and colleagues, and the school atmosphere. To put simply, teachers felt rewarded and comfortable being on their workplace.

On the other hand, "Job Security" earned the lowest weighted mean of 3.20, described as 'Satisfied'. This indicator of job satisfaction focuses on the aspects of salaries, benefits, rewards, recognition, promotion and reclassification. Since this indicator was only rated "satisfied", it can be argued that teachers were not fully satisfied and fully secured yet on their job. The rewards they received from work, including the salary, promotions, and reclassification. Since this indicator was only rated ...

"satisfied", it can be argued that teachers were not fully satisfied and fully secured yet on their job. The rewards they received from work, including the salary, promotions, recognition, and professional advancement do not yet guarantee full satisfaction among teachers. Others expressed deem hope for being promoted or reclassified.

In general, teachers felt "very satisfied" on their job with a weighted mean of 3.31. This indicates that teachers were happy, contented, and took pride on their teaching profession. However, the figure also suggests that there are still some gaps that need to be filled in order to raise the job satisfaction level of teachers.

Table 4.1. Relationship Between the Teachers' Behavioral Competencies and their Profile

Profile	Sig.	Interpretation	Decision
Age	0.094	Not Significant	Accept Ho
Sex	0.285	Not Significant	Accept Ho
Civil Status	0.972	Not Significant	Accept Ho
Highest Educational Attainment	0.192	Not Significant	Accept Ho
Teaching Experience	0.026	Significant	Reject Ho
Number of Relevant Trainings	0.853	Not Significant	Accept Ho

Correlation is significant at 0.05 level (2-tailed)

Table 4.1 presents the relationship between the teachers' behavioral competencies and their profile in terms of age, sex, civil status, highest educational attainment, teaching experience, and number of relevant trainings or seminars attended.

The result shows that there is no significant relationship between the teachers' behavioral competencies and their profile in terms of age, sex, civil status, highest educational attainment and number of relevant trainings attended since the computed significant values of 0.094, 0.285, 0.972, 0.192 and 0.853, respectively are greater than 0.05 level of significance hence, the null hypothesis is accepted. This means that the respondents were proficient in self-management and uphold the integrity of their teaching profession, and they were satisfied in their teaching job regardless of their age, sex, civil status, highest educational attainment and number of relevant training attended. However, the result revealed that there is a significant relationship between the teachers teaching experience and their behavioral competencies since the computed significant value of 0.026 is lesser than 0.05 level of significance thus, the null hypothesis is rejected. This denotes that the understanding and familiarity of the respondents' work was influenced by the years of experience. Since most of the respondents had less than 10 years of teaching experience, the neophyte teachers have a tendency to give more importance to their professionalism and ethics rather than achieving the goals and objectives, and positive outcomes.

Table 4.2 Relationship Between the Teachers' Job Satisfaction and their Profile

Profile	Sig.	Interpretation	Decision
Age	0.442	Not Significant	Accept Ho
Sex	0.127	Not Significant	Accept Ho
Civil Status	0.625	Not Significant	Accept Ho
Highest Educational Attainment	0.781	Not Significant	Accept Ho
Teaching Experience	0.059	Not Significant	Accept Ho
Number of Relevant Trainings	0.806	Not Significant	Accept Ho

Correlation is significant at 0.05 level (2-tailed)

As shown on the table 4.2 , there is no significant relationship between the teachers' job satisfaction and their demographic profile in terms of age, sex, civil status, highest educational attainment, teaching experience, and the number of relevant trainings attended since the computed significant values of 0.442, 0.127, 0.625, 0.781, 0.059, 0.806, respectively greater than 0.05 level of significance. Thus the null hypothesis is accepted. This implies that the respondents were satisfied with their chosen profession regardless of age, sex, civil status, highest educational attainment, teaching experience, and the number of relevant training attended.

The result shows in table 4.3 that there is a significant relationship between the teachers' behavioral competencies and job satisfaction in terms of job security, work environment, job responsibilities, and community attachment/linkages since the computed correlation value of 0.414, 0.445, 0.465, 0.386 with the corresponding significant value of <0.001, in all categories, which is lesser than 0.05 level of significance thus, the null hypothesis is rejected.

Table 4.3 Relationship Between Teachers' Behavioral Competencies and Job Satisfaction

Behavioral Competencies and…	r	Sig.	Interpretation	Decision
Job Satisfaction				
Job Security	0.414	<0.001	Significant	Reject Ho
Work Environment	0.445	<0.001	Significant	Reject Ho
Job Responsibilities	0.465	<0.001	Significant	Reject Ho
Community Attachment/ Linkages	0.386	<0.001	Significant	Reject Ho
Overall Job Satisfaction	0.503	<0.001	Significant	Reject Ho

Correlation is significant at 0.05 level (2-tailed)

Moreover, there is significant relationship between the teachers' behavioral competencies and the overall job satisfaction since the computed correlation value of 0.503 with a significant value of <0.001 which is lesser than the preset level of significance 0.05 thus, the null hypothesis is rejected. The result implies that teachers' satisfaction in their work defends on how they will perform on the given competencies such as self-management, professionalism and ethics, result focus, and service orientation. When the level of their behavioral competency is high, there is contentment on the outcome of their work.

Table 5. Difference Between the Respondents' Assessment on Teachers' Behavioral Competencies and Job Satisfaction

Variables	t-value	Sig.	Interpretation	Decision
Behavioral Competencies				
Self-Management	1.325	0.202	Not Significant	Accept Ho
Professionalism and Ethics	2.026	0.057	Not Significant	Accept Ho
Result Focus	3.412	0.003	Significant	Reject Ho
Teamwork	2.319	0.031	Significant	Reject Ho

Service Orientation	2.897	0.009	Significant	Reject Ho
Innovation	2.429	0.024	Significant	Reject Ho
Overall Behavioral Competencies	2.846	0.010	Significant	Reject Ho
Job Satisfaction				
Job Security	1.919	0.070	Not Significant	Accept Ho
Work Environment	2.025	0.058	Not Significant	Accept Ho
Job Responsibilities	2.452	0.025	Significant	Reject Ho
Community Linkages	2.068	0.053	Not Significant	Accept Ho
Overall Job Satisfaction	2.406	0.027	Significant	Reject Ho

Difference is significant at 0.05 level (2-tailed)

Table 5 exhibits the difference between the respondents' assessment on teachers' behavioral competencies and job satisfaction. The result disclosed that there is a significant difference between the respondents' assessment on teachers' behavioral competencies in terms of result focus, teamwork, service orientation and innovation since the computed t-value of 3.412, 2.319, 2.897, and 2.429 with a corresponding significant value of 0.003, 0.031, 0.009, and 0.024 which are lesser than the preset level of significance 0.05. However, there no significant difference between the respondents' assessment on the teachers' behavioral competencies along self-management and professionalism and ethics since the computed t-value of 1.325 and 2.026 with its corresponding significant value of 0.202 and 0.057, respectively which are greater than 0.05 level of significance.

Furthermore, the result revealed that there is a significant difference between the respondents' viewpoint on the overall teachers' behavioral competencies since the computed t-value of 2.846 with a significant value of 0.010 which is lesser than 0.05 level of significance thus, the null hypothesis is rejected.

On the other hand, the results further depicted that there is a significant difference between the respondents' assessment on teachers' job satisfaction in terms of job responsibilities since the computed t-value of 2.452 with a corresponding significant value of 0.025 which is lesser than the preset level of significance 0.05. However, there is no significant difference between the respondents' assessment on the teachers' job satisfaction along job security, work environment, and community attachments/linkages since the computed t-value of 1.919, 2.025, and 2.068 with its corresponding significant value of 0.070, 0.058, and 0.053, respectively which are greater than 0.05 level of significance.

Furthermore, the result revealed that there is a significant difference between the respondents' assessment on the overall teachers' job satisfaction since the computed t-value of 2.406 with a significant value of 0.027 which is lesser than 0.05 level of significance thus, the null hypothesis is rejected. This denotes that satisfaction on the job can be achieved when the teachers perform what is expected from them along with job security, work environment, job responsibilities, and community attachments/linkages.

To sum up, the results of this study could give inputs to the Department of Education (DepEd) on the importance of satisfying the needs of its teachers in order to boost their performance in the field. Finally, the findings could also provide data-based suggestions to DepEd on the appropriate steps to take into account.

CONCLUSIONS

Based on findings, this study concluded that the teachers' job satisfaction defends on how they will perform on the given competencies that emphasizes on professionalism and ethics which demonstrates on the standard of conduct and morality of their profession.

RECOMMENDATIONS

Based upon the findings and conclusions of the study, the following recommendations were drawn:

The Department of Education (DepEd) may design educative measures that could elevate the job satisfaction level of the teachers, especially in the aspect of job security. This may include, but not limited to: salary increase and provision of other monetary benefits. Meanwhile, in the aspect of strengthening the teachers' behavioral competencies, DepEd may conduct intensified trainings and workshops especially to the neophyte teachers who need technical assistance and moral support.

Aside from providing technical assistance, school administrators should establish harmonious relationship with the teachers. They should be sensitive and responsive to the needs of their teachers at all times, and should demonstrate open-mindedness and proactiveness.

Teachers may enhance and make specific changes in work and their behavioral competence especially on the aspect of result- focus oriented through continuously attending seminars, reading informative journals, browsing instructional videos, and the like.

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KNOWLEDGEABILITY OF BARANGAY OFFICIALS IN INVESTIGATING CASES OF PHYSICAL VIOLENCE AGAINST WOMEN AND CHILDREN IN SELECTED BARANGAYS OF BINMALEY

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ABSTRACT

This study aimed to determine and analyzed the knowledgeability of barangay officials in investigating cases of physical violence against women and children in seven selected barangays of Binmaley, Pangasinan along certain indicator statements relative to the provisions of RA 9262 particularly in investigating VAWC cases and complaints. Also, it looked into the socio-economic profile of the respondents and the problems encountered by the barangay officials in investigating cases of physical violence against women and children. The descriptive survey method of research was used in this study with the fifty-six (56) barangay officials as respondents selected via universal sampling. Data were gathered through questionnaire and analyzed using frequency counts, percentage distribution, rank order and weighted mean. It was found in the study that majority of the respondents were aged between 41-50 years old, male, married, college undergraduate, average income earners with 10,000Php to 29,000Php per month, with 4-5 years in service as barangay official, and had attended relevant trainings and seminars on VAWC and GAD. The barangay officials shall undergo massive training in properly handling cases of physical violence against women and children and shall participate in various seminars and conferences to supplement their trainings and knowledge. They must coordinate with higher authorities / agencies like DSWD and Municipal LGUs. They shall encourage and provide full assistance and support for victims and families of victims to report their cases or problems to proper authorities.

Keywords: Knowledgeability , physical violence, Republic Act 9262, status of barangay, socio-economic profile

INTRODUCTION

Violence against women causes suffering and misery to victims and their families and places a heavy burden on societies worldwide. It mostly happens within intimate relationships or between people known to each other. Violence against women is a social construction based on a societal consensus about the roles and rights of men and women (Krahe, 2018).

Family, social economic, cultural and political factors influence violence against women in the Philippines that opens the possibility of women's rights being violated in any setting. These factors are related to each other . Family is the basic unit of the society thus when violence against women is present to the basic unit of society, it is automatic that there will be a presence of abuse outside family and this affects the society or the whole country (Bernarte,R. et al., 2018) .

Community leaders such as barangay officials have duties and responsibilities to protect their people as part of their family and also they have great influence to stop violence in their place.

Thus, this study was conducted to determine the knowledgeability of barangay officials in investigating cases of physical violence against women and children in selected barangays of Binmaley, Pangasinan.

REVIEW OF RELATED LITERATURE

Generally, Republic Act 9262, **Violence Against Women and Children** refers to any act or series of acts committed by any person against women who results in or is likely to result in physical, sexual, psychological harm or suffering, or economic abuse, including threats and arbitrary deprivation of liberty. Overwhelmingly, the majority of physical violence instances occur in family settings where children have either directly witnessed the abuse or have overheard violence occurring in another part of the house. Children as young as 5 years of age had witnessed episodes of violence in the home which involve the use of weapons. The effects of physical violence on children are manifested when they may feel guilty for the abuse or embarrassed by its effects and they may fear abandonment or fear expressing their emotions. Children who witnessed abuse are likely to become depressed or experience poverty.

The government promulgated a law known as the " Anti-Violence Against Women and Children Act of 2004", which states that the dignity of women and children are generated respect for human rights. The government also recognizes the need to protect the family and its members particularly women and children, from violence and threats to their personal safety and security.

As cited in the study of Hunnicutt, Gwen (2019) the study and prevention of VAW is important, but it is a challenging time to be a VAW scholar in a political climate where research output and activism are routinely co-opted by political interests to serve political ends. Scholars and activists must work to avoid the seductive urgent calls to "stop the violence;" to guard against the alarm that would rush us prematurely toward "intervention" (Doezema, 2010; Mason, 2017). It is important to take time to put reality in context and shift to a more complicated understanding of VAW, particularly within the scope of global economic relations.

STATEMENT OF THE PROBLEMS

1. What is the socio-economic profile of the barangay officials in terms of:
   a. age,
   b. sex,
   c. civil status,
   d. highest educational attainment,
   e. number of years as barangay official,
   f. position as barangay official
   g. monthly income ,and
   h. number of trainings, seminars related to VAWC attended?

2. What is the status of the barangay along;
   a. programs, projects, activities
   b. total population, and
   c. total income?

3. What is the level of the knowledgeability of the barangay officials in investigating cases of physical violence against women and children?

4. What are the problems encountered by the barangay officials in responding to cases of physical violence against women and children?

METHODOLOGY

This study was conducted to determine the knowledgeability of barangay officials in investigating cases of physical violence against women and children in seven selected barangays of Binmaley, Pangasinan. The descriptive method of research was employed in the study since it measured and described the socio-economic profile of the respondents; the present status of barangay along different aspects; the level of knowledgeability of barangay officials in investigating physical violence against wom-

women and children cases in their respective barangays; and the problems encountered by the barangay officials in responding and handling of such VAWC cases. The study included the total number of 56 barangay officials, composed of seven (7) barangay captains and 49 barangay kagawads in the seven selected barangays of Binmaley, Pangasinan such as Baybay Polong, Baybay Lopez, Biec, Malindong, Poblacion, San Isidro Norte and San Isidro Sur. A questionnaire prepared by the researcher and properly validated by five experts in the field was used as the main data gathering instrument of the study.

Frequency counts, percentage distribution and rank system were used in this study to treat the data.

FINDINGS

Table 1 reveals the Socio-economic profile of the barangay officials in terms of age, sex , civil status, Educational Attainment, Monthly Income, Number of Years as Barangay Official and Position as Barangay Official.

Table 1
Frequencies and Percentages of Age, Sex and
Civil Status of the Respondents
N=56

Profile Variables	Frequency (f)	Percentage (%)
Age		
31-40	13	23.2
41-50	19	33.9
51-60	18	32.1
61	6	10.7
Sex		
Male	45	80.4
Female		
	11	19.6
Civil Status		
Single	3	5.4
Married	44	78.6
Widowed	6	10.7
Separated	0	0
Annuled	3	5.4
Highest Educational Attainment		
Some years in Elementary	0	0
Elementary Graduate	0	0
Some years in High School	0	0
High School Graduate	11	19.6
College Undergraduate	38	67.9
College Graduate	7	12.5
Masteral Graduate	0	0
Doctoral Graduate	0	0
Monthly Income		
30,000Php-above	14	25
10,000Php -29,999Php	34	60.7
9,999Php –below		
	8	14.3
Number of years as barangay official		
2 years in service	2	3.6
3 years in service	15	26.8
4 years in service	18	32.1
5 years in service	18	32.1
6 years in service	1	1.8
7 years in service	1	1.8
8 years in service	1	1.8
Barangay Captain	7	12.5
Barangay Kagawad	49	87.5

With regards to the age of the respondents, 19 or 33.9 % are aged between 41-50 years old, and 18 or 32 % are within the age range of 51-60 which implies that they are eligible enough to handle leadership positions in their respective barangays. In terms of their sex, forty –five or 88.4% are male; while 11 or 19.8% are female. This is a common observation that male officials particularly in the barangay level outnumbered the female officials, which implies that people in barangay still adhere to the traditional way of selecting male leader to govern them. The findings indicate that generally, male are into leadership positions more than female. . In civil status, more than majority of 44 out of 56 or 78.6 % are married. These findings may indicate that since more number of barangay officials are matured enough , expectedly they are married and have a family of their own. Their marital status may bolster their leadership capability to lead and handle responsibility. In terms of the Highest Educational Attainment of the respondents, thirty-eight or 67.9% are college undergraduate; 11 or 19.6% are high school graduate; while only 7 or 12.5% are college graduate. These findings may signify that respondents have not gained or acquired much knowledge considering that they are only college undergraduate. With regards to their monthly family income, thirty-four or 60.7% respondents are average income earners with P10,000-29,000 income per month; 14 or 25% with P30,000 and above. These findings may indicate that barangay officials are average income earners or plainly stated, they are dependent on their salaries as barangay officials in their respective barangay. In terms of number of years as barangay official, eighteen or 32.1% respondents have 4 to 5 years in service while 15 or 26.8% have 3 years in service which implies that more number of respondents are holding their position quite longer period of time. With respect to the position as barangay official , seven or 12.5 % respondents are barangay captains while 49 or 87.5% are barangay Kagawads. These findings are expected considering that there are only 7 selected barangays with one barangay captain each and 7 barangay Kagawads for each barangay, totaling to 7 barangay captains and 49 barangay Kagawads.

Table 2 below shows that among the top three trainings are : Guidelines in the Establishment of a Violence Against Women (VAW) desk every barangay with 30 or 53%; 2017 Rules on Administrative cases in the Civil Service, 26 or 46.4%, and on Guidelines on the Procedures and Structures for the Creation of Local Council Women (DILG 2006-2015). This implies that there is a need for the barangay officials to attend seminars and trainings related to VAWC being conducted for them to be well-known and familiarize with the other guidelines, rules, and policies on Gender and Development.

The data signify that more respondents have attended relevant GAD and VAWC trainings and seminars, however, sad to note that the respondents have not attended some of the relevant trainings which can probably help them in the fulfillment of their duties and responsibilities.

Table 2

Trainings, Conferences, Seminars Related to Violence Against Women and Children and Gender and Development Attended

Number of trainings ,seminars related to VAWC attended	Frequency (f)	Percentage (%)
1. Policy on Sexual harassment in the Workplace (CSC Memorandum Circular No. 19,s.1994)	0	
2. Anti-Sexual harassment Act (RA 7877 s.1995)	0	
3. Administrative Disciplinary Rules on Sexual Harassment Cases (CSC Resolution No. 01-0940 s. 2001)	0	
4. 2017 Rules on Administrative Cases in the Civil Service.	26	46.4
5. Anti-Violence Against Women and their Children Act of 2004 (RA 9262)	21	37.5
6. Guidelines on the Procedures and Structures for the Creation of Local Councils Women (DILG 2006-2015)	25	24.4
7. Guidelines in the Establishment of a Violence Against Women (VAW) Desk every Barangay	30	53.6
8. Guidelines on the localization of the Magna Carta of Women (PCW-DILG-NEDA-JMC 2013-01)	8	14.3
9. Implementing Rules and Regulations on RA 7877, an Act of Declaring Sexual Harassment Unlawful in the Employment, Education and Training Environment and for other Purposes (CSC MC No. 30,s.1995	0	
10. Others	0	0

THE STATUS OF BARANGAYS ALONG DIFFERENT ASPECTS

It reveals in table 3 below that among the top three **programs, projects and activities conducted** sharing the same rank of 2 are Maintenance and Operations of Day Care Center, installation of street lights, and provision of sanitary toilet and personal hygiene for women and children; Intervention and emergency assistance to abandoned, counseling to maltreated abused women; and Seminar on the rights of Women and Children and orientation of men on their role as parent and husband.

These findings may imply that barangay officials of each barangay prioritized the conduct and/or implementation of maintaining and operating Day Care Center, installing street light and providing sanitary toilets. Also, they see the importance and need for providing emergency assistance and counseling to maltreated and abused women and more importantly the conduct of information dissemination on the Rights of Women and Children and the role of men as parent and husband. In terms of the population, Barangay Poblacion has the highest **total population** of 4, 933 or 22.26% and rank 1; Malindong with 3,321 or 15% , rank 2.

Table 3
Rank Order of the Different Programs, Projects and Activities Conducted in the Seven Barangays

Programs,Projects, Activities Conducted	Rank
Maintenance and Operations of day Care Center, installation of street lights, and provision of sanitary toilet and personal hygiene for women and children.	2
Intervention and emergency assistance to abandoned, counseling to maltreated abused women	2
Seminar on the Rights of Women and Children and Orientation of men on their role as parent and husband.	2
Provision of financial assistance for women hospitalization and scholarship for out of school youth.	4
Provision of medicines and vitamins for women, pregnant women, indigent senior citizen and children.	5
Conduct of seminars, trainings, orientation on gender sensitivity, Magna Carta of Women and Children and	6.5
Capability buildingand training for VAWC desk Officers and appointed	6.5
Feeding Program and Proper Nutrition and Health Care Program.	8
Adolescent, reproductive health training for teenagers and peer counseling training	9
Family Planning and Buntis Congress Program.	10

It can be implied from the findings that since barangay Poblacion is the place where more establishments, government offices, schools and other non- government centers and offices, are situated, expectedly people preferred and/or like to live / reside in such barangay for economic reasons. It can be implied further that people desire to migrate to Poblacion because of the notion that there are greater opportunities and work awaiting to them.

Barangay Poblacion has greater **total income** of 3,018,254.00 or 15.8 % and rank 1; barangay Malindong 2, 996,133 or 15.68% and rank 2; and Barangay Biec with 2,207,303.00 or 14.18% and rank3.

This finding on barangay Poblacion having the greater income is expected the fact that economic establishments are situated here and the greater number of people living here may contribute to higher income of said barangay in the form of taxes and other resources each person may contribute for the economic prosperity of said barangay.

LEVEL OF KNOWLEDGEABILITY OF BARANGAY OFFICIALS IN INVESTIGATING VAWC CASES

The table 4 below shows that the barangay officials of the seven selected barangays under the study are **somewhat knowledgeable** about the problems and procedures in terms of indicator statements embodied in RA 9262 in investigating cases, complaints and other concern relative to VAWC as evidenced by an average weighted mean of 2.57.

Table 4
Mean Ratings on the Level of Knowledgeability of Barangay Officials in Investigating VAWC
Cases

Indicator statements	Weighted Mean	Interpretation
1.Lead advocacies in the elimination of VAW in the community	2.79	Knowledgeable about
2.Address other forms of abused committed against women, especially senior citizens, women with disabilities, and other marginalized groups	2.75	Knowledgeable about
3. Assists victims of law in securing barangay protection orders (BPO) and access necessary services	2.75	Knowledgeable about
4. Leads in the conduct of discussions about violence against women and children within agency	2.64	Knowledgeable about
5. Records the number of gender-based violence handled by the barangay and submit a quarterly report on all cases of VAW to the DILG and the city/ municipal Social Welfare Development Office (C/MSWDO)	2.64	Knowledgeable about
6. Coordinates with and refer cases to government agencies, non-government organizations (NGOs), Institutions, and other service providers as necessary.	2.63	Knowledgeable about
7. Follow certain process in referring the client to concern agencies .	2.59	Knowledgeable about
8. Develops the barangays gender-responsive plan in addressing gender-based violence, including support services, capacity building referral system.	2.55	Somewhat Knowledgeable about
9. Responds to gender-based violence cases brought to the barangay	2.54	Somewhat Knowledgeable about
1o. Acceptance of referral of the client's case.	2.48	Somewhat Knowledgeable about
11. Investigates violence against women and children complaints including preliminary investigation	2.46	Somewhat Knowledgeable about
12. Referral of the Case municipal social welfare and development office and the other local government units.	2.23	Somewhat Knowledgeable about
13. Submit s a report of its findings with the corresponding recommendation to the disciplining authority for decision.	2.39	Somewhat Knowledgeable about
14.Receives complaints of violence against women and children.	2.2	Somewhat Knowledgeable about
Average weighted mean	2.57	Somewhat knowledgeable about

The findings may mean that the barangay officials are not that knowledgeable enough to investigate involving violence against women and children. It could also be attributed that the fact more than majority of the barangay officials are just college undergraduate and lack of trainings relative to investigating VAWC cases. Further, these findings may signify that the barangay officials are not yet fully aware on the provisions of RA 9262, or the so called Violence Against Women and Children.

PROBLEMS ENCOUNTERED IN INVESTIGATING VAWC CASES

Table 5
Frequencies, Percentage and Rank Order of the Problems Encountered in Investigating VAWC Cases, Complaints and other Related Concerns

Indicator Statements on Problems Encountered	Frequency (f)	Percentage (%)	Rank
1.Lack of knowledge of techniques for handling incidents of violence against women and their children	50	89.3	1
2. Poor cooperation of family/relatives of the victim in resolving the case.	44	78.6	2
3. Lack of accessibility of the mandatory programs and support services from the DSWD and LGUs for the victims.	39	69.6	3
4. Lack of education and training to acquaint on the legal rights and remedies available to the victims.	37	66.1	4
5. Lack of budget mandated agencies and LGUs to implement services for victims of violence against women and children	37	66.1	5
6. Lack of coordination of barangay Officials and the victims	35	62.5	6
7. Lack of knowledge about laws pertaining to physical violence against women and children	31	55.4	7
8. Lack of knowledge on the issuance of the Barangay Protection Order	30	53.6	8
9. Unaware of the different procedure in investigating physical violence against women and children	24	42.9	9
10. Lack of trust of the victims in reporting their cases to the barangay officials	9	16.1	10
11. Absence of VAWC Desk in the barangay to attend to VAWC complaints	1	1.8	10
12. Inadequacies seminars, conferences, workshop conducted to barangay officials in investigating and handling VAWC cases	1	1.8	10
Others	1	1.8	10

Among the top three problems encountered by the barangay officials with the frequency counts percentages and rank order are; lack of knowledge or techniques for handling incidents of violence against women and their children, 50 or 89.9%, rank 1; poor cooperation of family/ relatives of the victim in resolving the case,44 or 78.7%, rank 2; and lack of accessibility of the mandatory programs and support services from the DSWD and LGU's for the victims, 39 or 69.6%, rank 3.

It can be surmised from the findings that the problems encountered by the barangay officials in investigating cases, complaints and other related problems can be attributed to their educational attainment as college undergraduate and their number of years of 3-5 years of service as barangay officials. It can be further implied from the findings that the concerned higher authorities and agencies particularly the DSWD and LDUs are not in close coordination with barangay officials to properly implement RA 9262 or the so called Violence GAINST Women and Children.

CONCLUSION

Based from the findings of this study, the following conclusions are arrived at:

1. Majority of the respondents were male, 41-50 years old, married, college undergraduate, average income earners and have 4-5 years in service as barangay officials.
2. The barangay officials of each barangay prioritized the conduct and/or implementation of maintaining and operating Day Care Center, installing street light and providing sanitary toilets. Likewise, they consider the significance and need for providing emergency assistance and counseling to maltreated and abused women.
3. Among the seven barangays, Poblacion has the highest total population and has the greater total income.
4. The barangay officials of the seven barangays are still wanting of knowledge, experience and exposure in handling cases and complaints of violence against women and children and they encounter various problems in investigating VAWC cases, complaints and other related concerns.

RECOMMENDATIONS

On the basis of the foregoing findings and conclusions, the following recommendations are strongly forwarded.

1. The barangay officials shall undergo massive training in properly handling cases of physical violence against women and children; shall attend/ participate in various VAWC/ GAD seminars and trainings and conferences to supplement their trainings and knowledge.
2. The barangay officials must coordinate with higher authorities and/ or agencies particularly DSWD and Municipal LGUs to properly implement provisions of RA 9262.
3. The barangay officials must conduct thorough and wide information dissemination even the remote areas of every barangay on the provisions, benefits enshrine in RA 9262.
4. The barangay officials must coordinate with the people of each barangay and encourage them to give them full support in these programs, projects and activities undertaken by them.
5. The barangay officials shall conduct orientation and debriefing programs for the families of the victims and the victims to alleviate their sufferings and condition in their present life situation.
6. The barangay officials shall encourage and provide full assistance and support for victims and families of victims to report their cases and/or problems to proper authorities.

ACKNOWLEDGEMENT

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A SITUATIONAL ANALYSIS ON THE POLICY AND PRACTICE OF RA NO. 10361, OR BATAS KASAMBAHAY

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ABSTRACT

The world of work is constantly changing. In the Philippines, globalization and industrialization has forced both men and women to move across national and regional borders in search of decent employment opportunities. It has also caused the upsurge in women's participation in the labor force, oftentimes giving way to the feminization of some professions (i.e. hospitality, education, garments). Within this, traditional tasks such as household work, child care and rearing were left in the hands of domestic workers, colloquially called katulong or kasambahay. This study analyzed the policy and implementation of RA 10361, or Batas Kasambahay, the main labor protection policy developed to address the vulnerabilities experienced by individuals locally employed as domestic workers. It specifically assessed whether the said law provided adequate social and labor protection to the most vulnerable members of the industry, mainly women and young girls whose household service work is oftentimes considered lower than others engaged in the same occupational group (i.e. family drivers). The Department of Labor and Employment (DOLE) and its implementation of Batas Kasambahay was the highlight of this study. Through an environmental scan and conduct of key informant interviews, this study specifically evaluated how policies and initiatives enacted by DOLE were mainstreamed to its target clients, the kasambahay. The output is a policy analysis, with a list of recommendations, which the DOLE and other researchers interested in women's studies may further explore.

INTRODUCTION

At the global scale, estimates on domestic work indicate a workforce of 67.1 million, of which 80.1 percent (or 53.8 million) are women (ILO, 2015, p.6-8). The same estimates show that 11.52 million are migrant domestic workers (73.4 percent or 8.45 million are females and 26.6 percent or 3.07 million are males) and the remaining 55.6 million are non-migrant domestic workers (81.5 percent or 45.3 million are females and 18.5 percent or 10.3 million are males) (ILO, 2015, p. 6-8). In the Philippines, based on the Labor Force Survey (LFS), as of April 2019, from the approximate number of employed persons of 40,896,000, disaggregated according to the class of workers, wage and salary workers made up 63.3 percent (or roughly around 25,887,168) of the total employed, of which 4.3 percent (or about 1,113,148) worked for private households. This class of workers covers domestic workers. At the moment, there are no special surveys available to demonstrate the total number of individuals employed in private households as domestic workers.

Domestic work by its very nature is a precarious type of work. The vulnerability stems for its informality in terms of tasks done, working condition, and the long hours of work. The absence of adequate modalities to enforce labor and social safety nets still remains to be a challenge for the government. This situation is further exacerbated by the fact that majority of workers engaged in this type of work are women and young adults whose educational background and work experience are inadequate to compete with the growing demands of the labor market. Likewise, the growing needs of the labor market for less technical jobs, provided primary caregivers (i.e. mothers and young girls) the opportunity to enter the labor force as wage workers. As such, this condition created a demand for live-in caregivers who would take on the task of caring to young children and elderly and maintain the daily operations of the household.

Indeed, domestic work has an invaluable effect on families that hire them and household incomes of said; however, because the nature of employment is associated with duties and responsibilities that women play, these types of work are oftentimes undervalued and hidden away from government institutions tasked to oversee their living and working conditions. In the hopes to address such, in 2011, during the International Labor Conference, ILO Convention No. 189 or the Decent Work for Domestic Workers Convention was adopted by the body. The Philippines chaired the discussions on said convention and ratified the same in 2012 (Malacañan on 18 May and the Senate on 6 August). As part of the country's progressive compliance with the said convention, Republic Act No. 10361, or an Act Instituting Policies for the Protection and Welfare of Domestic Workers, otherwise known as 'Domestic Workers Act' or '*Batas Kasambahay',* was signed by President Benigno S. Aquino III on 18 January 2013 (and was enforced on 04 June 2013).

RESEARCH PROBLEMS

Women engaged in domestic work are more vulnerable to exploitation and various forms of abuse, due to their lack of skills and relatively low educational attainment that reduces their wage-negotiating leverage. Likewise, the growing informalization of labor and the increasing insecurity of work across the world have created a situation wherein vast majorities of individuals are employed in the informal sector and they are likewise not fully covered by labor laws and social protection measures. Specifically, this study addressed the following questions: (1) Did the implementation of Republic Act No. 10361 or *Batas Kasambahay* enhanced the provision of labor and social protection to *kasambahay*?; (2) How is *Batas Kasambahay* currently being implemented by government (i.e. Department of Labor and Employment)?; and (3) What can still be done to promote better labor and social protection mechanisms and/or social safety nets for individuals, especially women, engaged in domestic work?

REVIEW OR RELATED LITERATURE

Countless studies have been made to document the situation of women engaged in domestic work, particularly the physical, emotional, and economic abuses they may or have experienced. Below, arranged according to subject matter, are some of the reading materials related to this study:

Domestic Work and Workers

Of locally published works, the article of Nicole J. Sayres (2004) entitled, ***An Analysis of the Situation of Filipino Domestic Workers,*** is the authority on the subject matter. It extensively explores the scope of domestic work, common labor violations that they encounter and the regulatory frameworks in placed to protect them. To solicit information, the writer used desk review, key informant interviews (of the seventy-nine interviewed, eight came from DOLE, others from various government and non-government organizations) and focused group discussions that tapped current and former domestic workers attending night school in Negros Occidental High School in Bacolod, Batangas National High School and Saint Bridget College in Batangas and FGD organized by SUMAPI (Samahan ng mga Manggagawang Pantahanan sa Pilipinas) in Manila, Bacolod, and Batangas.

At that time, the Philippines has ratified two (2) fundamental conventions on forced labor that can be used as basis for examining the situation of domestic workers in the country and abroad. These are ILO Convention 29 (Convention on Forced Labour) and ILO Convention 105 (Abolition of Forced Labour Convention). Further, according to Sayres, the Philippines has shown clear support in ratifying ILO Convention No. 97 (Migration for Employment Convention, revised) and ILO Convention 143 (Migrant Workers Supplementary Provisions Convention), covering matters on safe overseas labor migration. Discussion on the pending passage of *Batas Kasambahay*, or the Magna Carta for Domestic Workers, was also thoroughly discussed. The last section gave voices to domestic workers and the challenges they have encountered due to the nature of their work.

The article written by Paulina Kim C. Pacete (2012) entitled ***Philippine Policy and Practice on Domestic Work vis-à-vis Convention 189: Assessment of Response***, discussed the difference between ILO Convention 189 and the existing legislative framework in the Philippines, covering domestic work. It highlights the "fitness" of the said convention with the then existing legislative structures of the Philippines. The paper also recognized the need to expand welfare and protection measures, contained in the labor code, in order to cover domestic work. Pacete believes that the ratification of Convention 189 will jumpstart the discussion on the said convention with other government agencies, social partners and legislators. The gap analysis illustrates the importance of the Convention and the amount of work needed to be done for its adoption. It also serves as a reference point on how to strengthen our national capacities for its effective implementation.

Women's Labor Force Participation

The article of R. Layton & F. MacPhail (2013) entiled, ***Gender Equality in the Labor Market in the Philippines,*** reiterated the preliminary assumption made that there is a strong gendered division of domestic labor with women having primary responsibility for household and care work and a higher total work burden relative to men. Layton and Mac Phail also reiterated that women have a majority share in the employment as private household workers.

Perspectives on Domestic Work

An article written by Alex Tixon entitled *My Family's Slave*, in the June 2017 issue of The Atlantic magazine, reveals the hardships encountered by household service workers and the multitude of vulnerabilities they face as they try to provide better opportunities for their dependents back home. Although the topic is far from home and discusses issues of modern-day slavery in America, the article is spot on in depicting the multiple vulnerabilities that live-in household service workers face in such work arrangements. Among others, these included the lack of adequate dwelling area or sleeping quarters to ensure privacy, no freedom to determine how they dispose their wages, and no consistent rest periods or regular days-off.

Coming mostly from the rural countryside, these young girls work as *kasambahay* or *yaya* to families in live-in conditions and away from government institutions tasked to determine their working and living conditions (i.e. routine inspections made by DOLE). Oftentimes, they are hired through referrals by relatives or through their *kababayan* with promise of a better life in the city. Informal channels of employment and their employer's failure to register them in their respective *barangays*, therefore no employment contracts are executed, are the main culprit why they remain invisible.

Said readings provided good background information in understanding the magnitude of the topic, its issues and main concerns, and areas of research that may be pursued. It is also reflective of the many efforts made by government and stakeholders in order to lobby for better labor and social protection policies for those engaged and will be engaged in domestic work. Likewise, though there are differing methods used in their respective studies, authors agree that domestic work is a vulnerable and gendered type of employment. However, available historical statistical data are lacking to create a qualitative and quantitative analysis of the problem's magnitude. Scanty information on DOLE's role in extending labor and social protection to *kasambahay* a huge literature gap. These are some of the key pieces of information which this researcher tried to address in this study.

RESEARCH METHODOLOGY

This is a policy paper that analyzed *Batas Kasambahay*, its enacting policies and how it is currently being implemented by a government agency, in this case the Department of Labor and Employment (DOLE). It is descriptive in nature drawing information from policies promulgated by DOLE and its partner government agencies so as to activate the law. This was subsequently re-validated through the conduct of key informant interviews (KIIs) and focused group discussion (FGDs) with DOLE staff and selected stakeholders. Unlike previous studies made, it will focus on the Department of Labor and Employment (DOLE) and look at various services and initiatives that have been enacted for the *kasambahay* (ex. monitoring of work contracts covering OSHS and GLS, training, capacity building and employment

its partner government agencies so as to activate the law. This was subsequently re-validated through the conduct of key informant interviews (KIIs) and focused group discussion (FGDs) with DOLE staff and selected stakeholders. Unlike previous studies made, it will focus on the Department of Labor and Employment (DOLE) and look at various services and initiatives that have been enacted for the *kasambahay* (ex. monitoring of work contracts covering OSHS and GLS, training, capacity building and employment facilitation). The intended outcome is a policy analysis, which draws-up a list of recommendations that may be further reviewed by DOLE and explored by other researchers on public policy or governance.

Research Instrument

In order to understand the various perceptions on how the law is currently being implemented, two sets of survey forms were developed, first to assess the perceived influence of the law, as it relates to its target recipients, and second the perceived impact or effect of it, as opined by (DOLE) implementers. Both instruments reflect the services and benefits that should have been provided to *kasambahays* under law. Referred to as program managers, a third form was farmed out to DOLE offices tasked to oversee the implementation of the law. The form was in Question and Answer (Q & A) format.

Interview instruments had the prior approval of the Institutional Ethics Research Committee (IERC), Centro Escolar University. During the approval process, it was suggested that an interview tool for individual *kasambahay* be developed for the study. The researcher, however, requested to be permitted to conduct Focused Group Discussions (FGDs) amongst the officers/ selected members of the various *Kasambahay* Federations/ Groups/ Organizations and develop a separate form to cover the various *Kasambahay* Federations/ Organizations/ Groups for this purpose. As explained, since these organizations have more (*kasambahay*) membership, their insights will be reflective of a greater number of *kasambahay*. They may also serve as a good source for eliciting inputs and recommendations that may help improve program implementation. This justification was accepted by the IERC.

Research Subjects

The standard questionnaire were farmed out to the following DOLE offices, its attached agencies, and non-government/ civil society partners: (1) Bureau of Workers with Special Concerns (BWSC), the program manager and secretariat to the convergent program in implementing *Batas Kasambahay*; (2) Bureau of Working Conditions (BWC), the program manager of the Labor Laws Compliance System, which is used by DOLE to monitor employers' compliance to general labor and occupational safety and health standards including those applicable to domestic workers; (3) Occupational Safety and Health Center (OSHC), the research and training arm of DOLE in matters concerning safety and health in the workplace; (5) National Wages and Productivity Commission (NWPC), an attached agency of DOLE responsible for wage determination, pursuant to the Labor Code of the Philippines and Republic Act No. 6727 or the Wage Rationalization Act; (6) National Conciliation and Mediation Board (NCMB), an attached agency of DOLE tasked to settle disputes arising from employer-employee relationship; (7) selected DOLE Regional Offices (ex. DOLE NCR, DOLE Regional Office III), the implementing arm of DOLE; and (9) selected trade unions and *Kasambahay* associations/ organizations.

Research Protocol

The following is the step-by-step procedure used by this researcher to collect and analyze data gathered for this study:

Step 1: Literature Review. Desk review of available literature (both primary and secondary sources) had been initiated to contextualize the challenges confronting female domestic workers and the enabling policies developed to address their vulnerabilities. Published internet sources and/or requested materials from DOLE, SSS and DILG were used for this study. While, the statistical data used were taken from the respective websites of the Philippine Statistical Authority and the International Labor Organization.

Step 2: Deployment of Questionnaires. While conducting the desk review, the researcher farmed out standard questionnaires to various DOLE offices and selected stakeholders (i.e. union representatives of major workers' groups and *kasambahay* organizations). Selection of respondents had been based on their role in implementing *Batas Kasambahay*.

Step 3: Selection of Fieldwork Areas. Areas for the fieldwork (for KIIs and FGDs) were chosen based on the following: (1) accessibility; (2) high concentration of laborers working under the category of wage and salary workers in private households; (3) uniqueness of the prevailing DW wage orders in the said areas; and (4) selected areas are considered as receiving regions of domestic workers coming in from other provinces (emigration).

Step 4: Conduct of Key Informant Interviews (KIIs)/ Focused Group Discussions with Selected DOLE Staff and Stakeholders. Responses provided by interviewees were used to clarify and re-validate responses made to pre-deployed questionnaires, which had been retrieved at the time of the interview.

Demographics of Interviewees Included in the Study

There had been a total of twenty-five (25) organizations and/or agency, which had been incorporated in this study. Of the total, 20 are from various DOLE offices or attached agencies from the Central Office and regional operations in NCR, Region III and Region IV-A, 4 national workers organizations, 1 association of licensed private employment agencies, and 1 Quezon City Public Employment Service Office (PESO).

RESULTS OF THE STUDY

Changes in the Labor Regulatory Regime for *Kasambahay*

Prior to the ratification of ILO Convention 189, the legislative and regulatory regime of the Philippines had existing policies to cover domestic workers. However, there are observed inconsistencies between the Philippine Labor Code and Civil Code, particularly on the definition and scope of domestic work. This was a major flaw in affording appropriate protection to *kasambahays*, since employers may liberally construe domestic work as a form of service provided only to the household. Although, the Philippines has numerous legislative and regulatory framework covering migrant domestic workers, no similar initiatives had ever been done to provide protection and welfare services to locally-hired domestic workers. With the promulgation of RA 10361, the new regulatory landscape of the Philippines has now clearly defined domestic work within an employment relationship. It, however, excluded *family drivers, children who are under foster family arrangement, or any person who performs domestic work only occasionally or sporadically and not on an occupational basis*, in its definition. With the exception of setting up instrumentalities on labor inspection, the terms and conditions of employment, including occupational safety and health standards, indicated in ILO Convention 189 and Recommendation 201 (the international labor instrument on domestic work) were expanded in the law and its IRR.

The law also expressed the minimum allowable age of 15 years old and over for employing a *kasambahay*. For those hiring kasambahay, 18 years but not lower than 15 years of age, special consent forms must be executed between the child's parent or guardian and that of the employer, including the PEA or PRPA if the child has been employed through a licensed recruitment agency. Another salient feature of *Batas Kasambahay* is it affords the kasambahay the right to organize, for mutual aid and protection.

Acknowledging the practice that the *kasambahay* may be terminated anytime by their employers, due to unjust causes, the law provides that they are entitled to receive an equivalent of 15 days salary plus their earned salary credits, as a form of indemnity. However, understanding that the *kasambahay* may likewise be engaged in unjust labor practices, the law and its implementing rules have clearly spelled out the duties and responsibilities of the *kasambahay*. The table below summarizes the rights and obligations of the kasambahay and employer, as provided by RA 10361 and its IRR.

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Table 1.
Summary of Obligations, Rights and Responsibilities of *Kasambahay* and Employers, under RA10361 & IRR

PROVI-SION	KASAMBAHAY	EMPLOYERS
Hiring	Shall reimburse to employer the deployment cost if works for employers for less than 6 months	Shall borne the hiring and deployment cost of the *kasambahay*
Pre-employ-ment		May require the *kasambahay* to provide the following, with cost to be borne by the employer: Medical, barangay, and NBI clearance
		PSA authenticated birth certificate or any document to ascertain age Execute an employment contract
Employ-ment	Minimum wage in the place of employment 13th month pay Daily rest of 8 hours, weekly day-off, and service incentive leave SSS, PhilHealth, *Pag-Ibig*	Right to privileged information by *kasambahay* to employer
	Board, lodging and medical assistance Right to join labor organizations Right to outside communication Right to dispose salaries Assignment to non-house work and compensation	
Post-employ-ment	Verbal, physical and emotional abuse Commission of crime and offense against *kasambahay* Any disease prejudicial to *kasambahay* and members of the household Breach of the terms and conditions indicated in the contract	Misconduct or willful disobedience Gross or habitual neglect or inefficiency of duty Fraud or willful breach of trust Commission of crime and offense against employer or any other members of the household Any disease prejudicial to kasambahay and members of the household Breach of the terms and conditions indicated in the contract
	If *kasambahay* is terminated without just cause, he/she shall be entitled to receive earned salary credits plus 15 days as indemnity pay	If *kasambahay* leaves without just cause, and not exceeding 15 days, earned salary credits shall be forfeited

Source: Republic Act 10361 and its Implementing Rules and Regulations

Government Implementation of *Batas Kasambahay*

Under the law and its IRR, DOLE is tasked to oversee and resolve dispute settlements arising from employer-employee relationship; wage setting; and employment facilitation and policy setting for private employment agencies in the business of hiring and deployment domestic workers. It is also expected to serve as its national secretariat, which will document and monitor the country's compliance to the said convention.

Wage Fixing for *Kasambahay*. Section 24 of RA 10361 gave the NWPC and its RTWPBs the authority to fix wages for domestic workers. It also states that periodic reviews may be carried out by the RTWPBs to determine the applicability of increasing wages for kasambahay. The table below shows the latest prevailing minimum for domestic workers.

Table 2.
Current Monthly Minimum Wage for Domestic Workers (*as of October 2019*)

Region	WO Nos.	Date Issued	Effectivity Date	Amount of Increase		Monthly Minimum Wage	
				Cities and 1st Class Mun.	Other Mun.	Cities and 1st Class Mun.	Other Mun.
NCR	NCR-DW-01	20-Nov-17	16-Dec-17	₱1,000		₱3,500	
CAR	CAR-DW-03	12 Mar 19	1 May 19	1,000	500	4,000	3,000
I	RBI-DW-02	18-Mar-19	30-Apr-19	₱1,000	₱1,000	₱4,500	₱3,500
II	RBII-DW-02	22-Oct-18	25-Nov-18	₱1,000	₱1,000	₱3,500	
III							
IV-A	IVA-DW-02	9-Oct-18	1-Mar-19	₱1,000	₱1,200	₱3,500	₱3,000
IV-B	IVB-DW-02	3-Jul-19	21-Aug-19	₱1,000		₱3,500	
V	V-DW-01	25-Apr-17	2-Jun-17	₱1,000	₱1,000	₱3,000	₱2,500
VI	VI-DW-03	27-Mar-19	8-May-19	₱500	₱500	₱4,000	
VII	VII-DW-01	6-Feb-17	13-Apr-17	₱1,000	₱1,000	₱3,000	₱2,500
VIII	VIII-DW-01	3-Mar-16	23-Mar-16	₱500	₱500	₱2,500	₱2,000
IX	IX-DW-01	15-Aug-16	1-Oct-16	₱500	₱500	₱2,500	₱2,000
X	X-DW-01	14-Nov-17	6-Dec-17	₱1,000	₱500	₱3,000	₱2,000
XI	XI-DW-01	24-Oct-17	16-Dec-17	₱1,000	₱500	₱3,000	₱2,000
XII	XII-DW-01	31-Oct-17	10-Dec-17	₱500	₱500	₱2,500	₱2,000
XIII	XIII-DW-02	13-Aug-19	4-Oct-19	₱500	₱500	₱3,500	₱3,000

Source: National Wages and Productivity Commission/ Regional Tripartite Wages and Productivity Boards (RTWPBs)

Compared to what has been indicated in the law, minimum wages for the 16 RTWPBs (except for ARMM) have significantly increased wages for kasambahay, from a minimum of Php 500.00 to a maximum Php 1,500.00. It likewise shows that RTWPB 1 has the highest current wages for domestic workers (Php 4,500.00 for cities and 1st class municipality and Php 3,500.00 for other municipalities). Specifically, the law states that for kasambahay earning less than Php 5,000.00, employers shall bare the cost for their social security and welfare benefits such as SSS, PhilHealth and *Pag-Ibig*.

Process in wage fixing for kasambahay. Similar with what is currently being done in other industries, annual reviews are made to determine whether it is time to increase wages for domestic workers. This is done without the imprimatur from the Commission or a petition filed to do so. According to NWPC guidelines (NWPC Guidelines No.01, s.2014), there are 2 major criteria in determining wage increases for domestic workers. First, the need of workers and their families, wherein wage adjustment are

NWPC guidelines (NWPC Guidelines No.01, s.2014), there are 2 major criteria in determining wage increases for domestic workers. First, the need of workers and their families, wherein wage adjustment are matched with the prevailing consumer price index in the area and the existing poverty threshold, as advised by NEDA. Second, the capacity of employers to pay salaries, this is usually done by comparing prevailing household income data and current minimum wages for kasambahay.
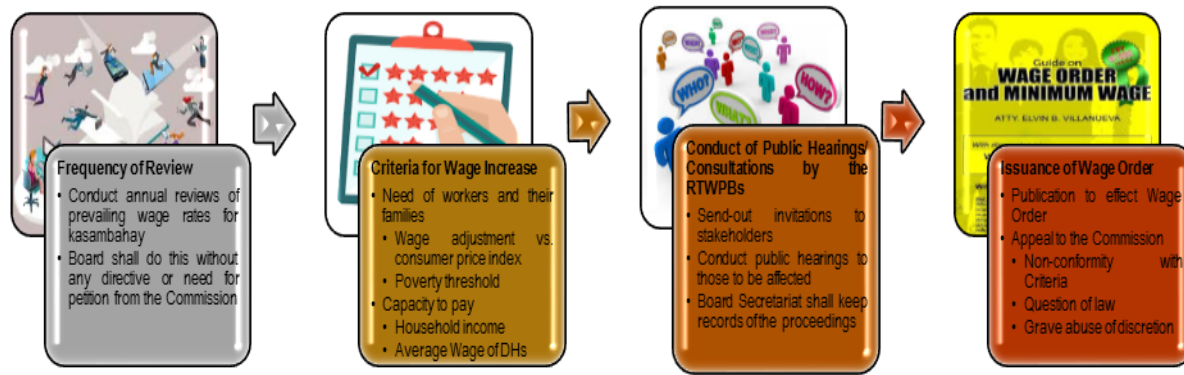
Figure 1.
Process in Wage Fixing for Domestic Workers, per NWPC Guidelines No. 01, s. 2014

Public hearings and consultations follow, after the Board sets out the review of said wage orders. Based on KIIs conducted, since there are no organized unions for domestic workers (except for those created for mutual aid and protection), some wage boards usually resort to house-to-house invitations to ensure that kasambahay are represented during public hearings. They would also set out public hearings during Sundays to encourage them to attend. Another challenge is that there are no organized employers' group in the region, who may likewise participate during the public hearings. The issue on representation is further exacerbated once wage orders are promulgated by the wage board. At the moment, there is no separate tripartite mechanism for kasambahay and those that determine wages for them is the same wage setting board used for other industries. Therefore, more than the issue of representation during the wage fixing process, the lack of a 'true' kasambahay representation in the consultative council (i.e. wage board) makes it nearly impossible for kasambahay to appeal promulgated wage orders. Although, the NWPC had set out an appeals process, it is nearly impossible that any appeal to the DOLE Secretary will be made, given that domestic workers are not well-versed on the Act nor are they organized.

An innovation in the wage setting process is the Two-Tiered Wage System. It is a reform that maintains the mandatory minimum wage setting under R.A. 6727 or the Wage Rationalization Act, referred as first tier (TIER 1) and complemented by a voluntary productivity-based pay scheme, referred as second tier (TIER 2). It was mainly developed for industry-based wage workers. With RA 10361, however, NWPC came up with its own standards in setting the Tier 2 for domestic workers. Based on its guidelines, there are 4 criteria in determining the competency-based (Tier 2) salaries for kasambahay: (a) existence of certification; (b) work experience; (c) soft skills/ inter and intra personal skills; and (d) prevailing market rates for "skilled" domestic workers.

At the moment, there are no benchmark models where these Tier 2 standards may be compared from. The acquisition of a national certification by domestic workers is also difficult to comply with, since employers are merely "encouraged" to provide trainings for them. Not unless employers are incentivized for following said advisory, they will never be encouraged to offer trainings for their *kasambahay*. Likewise, there is no clear monitoring system set out in order to gauge compliance rate to said advisory.

Indeed, much has been done to promote the decent employment and work conditions of domestic workers. However, it is questionable whether the one-size fits all perspective in implementing the Two-Tier Wage System responds to the peculiarity of the working space of domestic workers. This is an area of innovation that may be taken into consideration for review.

an area of innovation that may be taken into consideration for review.

Single Entry Approach (SEnA) for Kasambahay: Conciliation-Mediation and Inspec-torate Functions of DOLE. As shown in Pacete (2012), prior to the enactment of RA 10361, domestic work was deemed as a form of service. Although, the grievance machinery contained in the Labor Code extends to domestic workers; no clear separate guidelines had been promulgated to handle their concerns. However, with *Batas Kasambahay*, guidelines on how to go about with the conciliation and mediation of cases between the *kasambahay* and his/her employer had been set out.

Figure 2.
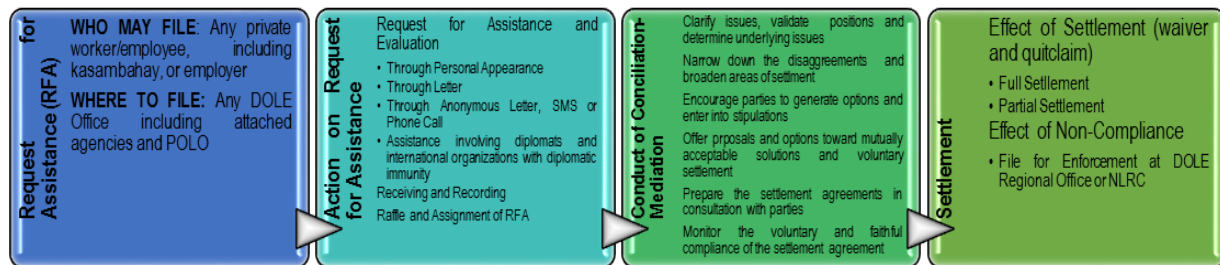
Simplified SENA Process, as per DOLE Department Order 151-16

DOLE policy provides that conciliation-mediation shall be conducted in any DOLE office that is most convenient to the requesting party. This means that conciliation-mediation (or SEnA) may be done even in DOLE offices that does not have jurisdiction over the erring party's place of employment. As a matter of protocol, however, the DOLE office having jurisdiction over the place of employment will be informed of the said complaint. After filling out the Request for Assistance Form, the receiving officer shall raffle the request to the any available SEnA desk officer designate or any deputized DOLE personnel. After this, the assigned DOLE personnel shall inform both parties of the initial conciliation-mediation meeting, within 5 calendar days upon receipt of complaint. After the initial meeting, the 30-day conciliation-mediation process shall proceed.

In cases wherein, no settlement had been reached or respondents failed to attend in any of the notices sent to them, the case shall be referred to the National Labor Relations Commission or the DOLE Regional Office having jurisdiction over the case. Specifically for *kasambahay*, Labor Advisory No. 17-18, or the Clarificatory Guidelines on the Handling of *Kasambahay* Complaints/ Request for Assistance, states that the DOLE Regional Office shall be tasked to settle *kasambahay* related issues. The DOLE Regional Director shall subsequently issue the compliance order. The same order may be appealed to the DOLE Secretary, within 10 days after receipt. In cases, wherein the respondent fail or refuse to receive the compliance order, the regional director shall issue a writ of execution.

A key concern in implementing the law is its failure to clothe the DOLE with the authority to inspect the abode, as a place of employment. This gap may be due to the primacy and protection given by the Philippine Constitution to individuals and their privacy. Nonetheless, a more progressive, and probably a shift from a purely regulatory framework, will be needed to afford the kasambahay with the social and labor standards, as contained in the law. This must be explored and further studied on in order to fully realize the intention of the law and its framers.
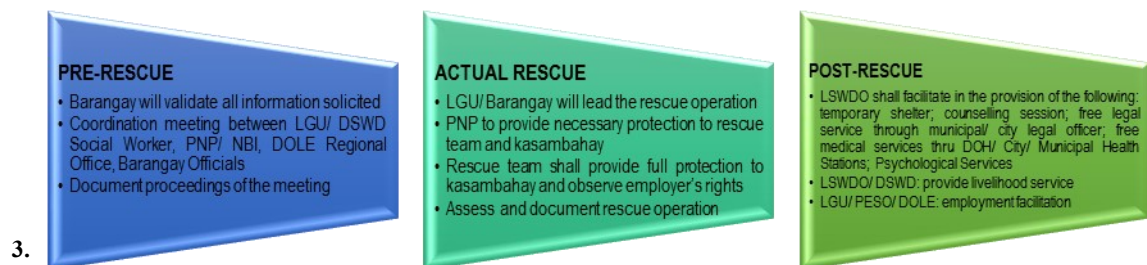
Policy in the Recruitment of Kasambahay through Private Recruitment and Placement Agency (PRPA) or Private Employment Agency (PEA). DOLE is authorized to issue a certificate to an individual, partnership, corporation, or entity to operate a private recruitment and placement agency. DOLE Department Order No. 141-14, which repealed the previous implementing guidelines, increased the minimum network of single proprietorship to Php 1,000,000.00 from Php 200,000.00 from the previous guidelines and a minimum paid up capital of Php 1,000,000.00, from the previous Php 500,000.00, in case of partnership and incorporation. This requirement was set to ensure that only those with the financial liquidity will engage in local recruitment practices. The new policy set clearer policies on penalties to violators and requires new and those renewing their licenses to attend mandatory pre-seminars.

cial liquidity will engage in local recruitment practices. The new policy set clearer policies on penalties to violators and requires new and those renewing their licenses to attend mandatory pre-seminars.

Since local recruitment agencies are considered a business entity, the power of the DOLE Secretary to inspect said extends to them and labor inspectors may enter agencies and ask them for copies of *kasambahay* work contracts. They may likewise be penalized if *kasambahay* files a complaint at DOLE (concept of trilateral relationship). However, the reality is, majority of *kasambahay* are still hired through referrals by family, friends and neighbors. Only a small percentage of local domestic workers are placed through job ads, job search engines and placement agencies. This may be due to our (cultural) inclination on having misgivings or *pagdududa* in allowing strangers enter into our homes.

To this, in the conduct of information dissemination campaigns with LGUs and other stakeholders, DOLE could tap the support of PRPAs or PEAs in disseminating information about the law. These recruitment agencies can also serve as conduits in tracking their whereabouts and will provide DOLE with the needed data to explain the actual magnitude of domestic work in country. DOLE and other government agencies can also use them as conduits for kasambahay registration, which in turn will guarantee that work contracts are executed. If done, this alone will allow the government to win half the battle in making them visible, address the vulnerabilities they experience at the workplace, and potentially reduce the number of distressed kasambahay approaching DOLE and other government instrumentalities.

DOLE as National Secretariat to the Convergence Effort of Existing Government Programs for Kasambahay. The law also provides that a protocol on the rescue and rehabilitation of abused kasambahay shall be established by DILG and DSWD, in close coordination with DOLE. Although, as reflected in Joint Memorandum Circular No. 2015-002 (Protocol on the Rescue and Rehabilitation of Abused Kasambahay Pursuant to Republic Act No. 10361 Entitled an Act Instituting Policies for the Protection and Welfare of Domestic Workers), the protocol did not give any major role to DOLE. As Secretariat, it is only tasked to consolidate reports for reporting to international bodies.

PRE-RESCUE
- Barangay will validate all information solicited
- Coordination meeting between LGU/ DSWD Social Worker, PNP/ NBI, DOLE Regional Office, Barangay Officials
- Document proceedings of the meeting

ACTUAL RESCUE
- LGU/ Barangay will lead the rescue operation
- PNP to provide necessary protection to rescue team and kasambahay
- Rescue team shall provide full protection to kasambahay and observe employer's rights
- Assess and document rescue operation

POST-RESCUE
- LSWDO shall facilitate in the provision of the following: temporary shelter; counselling session; free legal service through municipal/ city legal officer; free medical services thru DOH/ City/ Municipal Health Stations; Psychological Services
- LSWDO/ DSWD: provide livelihood service
- LGU/ PESO/ DOLE: employment facilitation

3. Figure High-lights of the Protocol on the Rescue and Rehabilitation of Abused Kasambahay, per Joint Memorandum Circular No. 2015-002

Based on the joint protocol, it is the primary role of DSWD and DILG to provide assistance and services, on all aspects of the rescue and rehabilitation, to distressed *kasambahay*. It also highlighted the *barangay*'s important role in the implementation of the program, from validating reports on abuse to the actual conduct of rescue operations. The police are also tapped to provide security, both to the *kasambahay* and his/ her employer, whose rights may be compromised due to the rescue operation. The DOLE has little to almost no role in the effort, except for the provision of employment facilitation if the *kasambahay* would later wish to seek other employment opportunities.

The DOLE also monitors the nationwide *kasambahay barangay* registration. The DILG has been identified by law to oversee its national implementation. DILG Memorandum Circular No. 2013-61 (Guidelines on the Barangay Registration of *Kasambahay* pursuant to Republic Act No. 10361 Entitled an Act Instituting Policies for the Protection and Welfare of Domestic Workers), sets the process registering *kasambahay* in all *barangays,* throughout the country. *Barangay* captains are also **enjoined** to do said and ensure that it is done regularly. To support this, the DILG has authorized the *barangay* to set aside funds from their annual allocations to support this activity. Standard registration and reporting forms have also been developed for this purpose.

All reports are cumulative, meaning there is the possibility for double or multiple counting of the *kasambahay*, specially for live-out *kasambahay* with multiple employers and some live-in based *kasambahay* that move

forms have also been developed for this purpose.

All reports are cumulative, meaning there is the possibility for double or multiple counting of the *kasambahay*, specially for live-out *kasambahay* with multiple employers and some live-in based *kasambahay* that move from one employer to the next without due notice to receiving *barangays*. Furthermore, *barangays* are simply enjoined to do said, no sanctions are imposed should they opt not to do this.

Perspectives on the Implementation of Batas Kasambahay

There seems to be an uneven implementation of the law, which may explain why after more than five (5) years the program has not fully flourished. Considering its limited resources, as an alternative, the DOLE should explore organizing *kasambahay*, starting in gated villages, then later on extending it to cover all domestic workers. This will cure the relative lack of *kasambahay* representation in tripartite councils. Transforming the *kasambahay* as a self-regulating body similar to other unioned occupations may be the real key in extending better social protection for them. There is also a need to lobby with the Philippine Statistics Authority (PSA) the inclusion of labor and employment statistics indicators relating to domestic workers, as defined in RA 10361, disaggregated between live-in and live-out *kasambahay*. This can play a critical role in understanding their situation and used as basis in developing well-targeted intervention programs.

Table 3.
Summary of KIIs and FGD with *Kasambahay* Organizations and Organized Labor Unions

QUESTION	COMMON RESPONSES GIVEN
What are the common issues faced by *Kasambahay*?	We thought about how the workers can be organized. It was difficult since they come from working place where we don't have police power. It is only during the first part of our advocacies when there is organization but after that it is lacking. We once did a random sampling of *Kasambahay* contracts to check quality and again it was lacking. A *barangay* official then suggested consulting homeowners' associations. (TUCP-ALLWEIS) Common complaints are: not being allowed to go home to provinces, low wages, no 13th month, etc (FFW) There is no distinction between wages of live in and live out *kasambahays*. (FFW) Limited day offs and wages since some are still being paid below the minimum wage. Also, there were cases of illegal dismissal without just cause. They are usually accused of theft yet many of these are unfounded. (UNITED) The distinction between 'live-in' and 'live-out' *kasambahays* and also how to deal with cases of multiple employers (UNITED) Aside from SSS number, employer number is also needed. There are also no special desks for *kasambahays* and so they could not assert. (UNITED) Yes, they are still mostly women and as for the other concerns, the main one would be maternity. Some are also being terminated just for being pregnant. (UNITED) Wage concerns like delayed payment, below minimum and irregular wage. Some are also maltreated but fearful to complain because they are concerned for their safety and security – hence the lack of complaints. (SENTRO-FGD)
What improvements may be recommended on the implementation of *Batas Kasambahay*?	There should be test case for association and collective bargaining and also improve social protection. It is expressly written in the law but is not being implemented.(FFW) The installation of *kasambahay* desks in (all)*barangays* and mandatory registration of *kasambahay* in *barangays* for better coordination. (UNITED) Maybe more power in monitoring. We find it difficult to monitor in high end subdivisions due to strict security, same as in condominiums. Some *kasambahays* hired through PEA are also not properly oriented. The IRR must include instructions for the orientation of *kasambahays* right from the sending area Stricter sanctions must also be given to employers who do not provide social security. (UNITED) (Institute policies addressing domestic workers') protection from maltreatment and information dissemination about our rights. (SENTRO-FGD) Acknowledge and respect us (association) and give us our dues (rights and benefits), implement the law (*Batas Kasambahay*), give us livelihood and increase barangay assistance. We are often looked down but we urge other *kasambahays* not to feel it. Also, organizing fellow *kasambahays* is still a problem. As for the government, they still lack in giving us support. (SENTRO-FGD)
What are the cross-cutting concerns in the implementation of *Batas Kasambahay*?	Some *kasambahays* are still unaware and are often surprised that they have these benefits, take for example 13th monthpay – the *kasambahays* are not aware that it is different from simple bonus. On the employers' part they would ask if there are exemptions because not all employers have the capacity to provide what the law (*Batas Kasambahay*) instructs – for example, the right to a room when the family is living in a studio type condo unit. (SENTRO-FGD)

Batas Kasambahay has been implemented for 5 years already, what are its strengths and weaknesses with regards to how it is being implemented by different government agencies?	There are many policies but – the problem is the lack of implementation. There is no convergence between the implementers.(TUCP-ALLWEIS) On the positive, domestic workers, whether organized or not, became aware of their rights and they gained empowerment. The only victims are the new domestic workers who are not yet aware of these. (FFW) DILG still can't recognize their role here. It's only through suggestion if barangay officials would handle these concerns. Second, there are no resources for this and I suggest that we use GAD (Gender and Development) funds as most *kasambahay* are women. Reports on malpractices are often detected through complaints (FFW) Yes, I think there's a change, based on the support of DOLE because we now have representation and are known by ILO and we have also affiliated with PESO. They helped in our organizing, especially in high end subdivisions. We are also often tapped by DOLE as resource persons regarding the Batas *Kasambahay*. (UNITED)

How we distinguish between live-in and live-out *kasambahay* had been raised by KIIs during interviews. Informants said that live-out *kasambahay* are better situated, than their live-in counterparts, because they have the liberty to choose their sleeping options. Labor unions interviewed opined that the right to organize (by *kasambahay*) depends on whether the government will recognize it or not. For this to work, however, there is a need for a continuous advocacy plan and clear acknowledgement from government that *kasambahays* are entitled to this right.

During the FGD with members of UNITED (United Domestic Workers of the Philippines) and SENTRO (Sentro ng Nagkakaisa at Progresibong Manggagawa), most did not have social benefits such as SSS, PhilHealth and *Pag-Ibig* that has an employer counterpart. What they had were voluntary or self-employed contributions, which exempted them from availing benefits exclusive to members with employer counterparts (i.e. salary loans, unemployment insurance). This was mainly due to the low awareness about *kasambahay* rights (i.e. those interviewed said that none of them received their mandatory 13th month pay).The FGD also revealed that live-out work arrangement was now becoming a common trend, doing it not as the primary income but a means to augment family income. The difficulty of hiring *kasambahay*, particularly, in live-in arrangements was likewise confirmed during an FGD with officers of the Association of Licensed Local Employment Agencies. The association said that most who entered this type of employment preferred overseas work and would only enter as local domestic workers, while awaiting for their work visas abroad. As a remedial step, in the revision of the IRR, it may include that domestic workers who are hired through PEA/ PRPA, must be registered by the PEA/PRPA to the barangay where he/ she will be deployed.

On the overall, DOLE's existing partnership with government, civil society organization, *kasambahay* groups, labor and trade unions, have great potentials in creating a stand-alone *Kasambahay* Program with a specialized list of menu of services similar to what has been created with distressed and/or repatriated Overseas Filipino Workers. This will afford better social protection to locally-hired *kasambahay* and create alternative pathways towards their decent and productive employment, which promotes their personal growth and assist them to break out from the cycle of poverty.

The current lackluster in program implementation admittedly is the biggest threat in ensuring its continuity. Concrete plans and time-bound actions are needed to ensure the country's full compliance to ILO C189. We have also yet to determine the real economic contribution that domestic workers make in the local domestic market. It may however be construed that their presence allows women, especially young mothers, to re-enter the labor force as paid labor. More than the monetary benefits, wage employment has an empowering effect on women as it provides them with the means to have income security and independence from their husbands or partners. To transform Batas Kasambahay as a real promoter of social change, it has to be understood by all stakeholders and rights provided to workers in the formal sector (i.e. right to organize and representation in tripartite councils and wage setting boards) must likewise be extended to them. This study has shown that RA 10361 had been successful in contextualizing the concerns of kasambahay. However, did it make any significant impact into their working lives?

CONCLUSIONS

Women play an important role in nation building. They have facilitated for countless developmental work that shaped and strengthened the Philippine labor market. However, it is in my perspective that women's developmental potentials cannot be fully maximized due to the prevailing labor market imbalances, such as gender-based wage distortions and the life-long penalty imposed on mothers, who wish to work. This gap, which exists either due to cultural barriers or lack of opportunities, cannot be resolved unilaterally and through government interventions alone. Partnerships have to be clearly spelled out, with intentions that have been translated into sectoral and industry specific objectives. This study explained the various aspects of RA 10361 and how it is currently being implemented. Specifically, it answered the following research questions:

1. **The Implementation of Republic Act No. 10361 ,or Batas Kasambahay, Enhanced the Provision of Labor and Social Protection to Kasambahay through:**

The present law is a complete departure from the old regulatory framework on domestic work. With its promulgation, it has formalized domestic work, placing them at par with others working in the private sector. To make the invisible, visible may be deemed as the real intention of the law. Lawmakers have succeeded in doing this, which may have inspired other Southeast Asian countries to undertake similar initiatives on domestic work.

Within the ASEAN, only the Philippines had succeeded in ratifying ILO Convention 189 and translated its intention into a national regulatory instrument on labor and employment. This may have been due to the existence of a national law (i.e. Philippine Labor Code) that already recognized household work as a compensable task. What was mainly missing in the former (regulatory framework) is the acknowledgement that like those employed in the formal sector; they are likewise entitled to receive or avail social protection benefits and basic rights at work (i.e. right to organize for collective bargaining).

2. The Provision of Labor and Social Protection to Kasambahay are handled by DOLE through:

The change in the labor regulatory regime has promoted DOLE to align its existing institutional structure to carry out the intention of the law. DOLE implements the law in the following areas: (1) wage fixing; (2) enforcement of general labor and occupational safety and health standards through SENA; (3) registration and regulatory function over local and overseas recruitment agencies; and (4) over-all Secretariat in the implementation of RA 10361. Each working independently of each other and are managed by different offices within DOLE.

One of the key concerns, however, is the one-size fits all approach in implementing SEnA and the wage fixing process. The formal manner how SEnA is currently being conducted may be revisited to ensure that the process is mutually inclusive for employers and kasambahays and addresses the peculiarities of the kasambahay's work arrangement. A separate tripartite mechanism on domestic work, to include wage fixing and determination, may facilitate in attaining this.

The landmark victory for the kasambahay came about with its recognition as a formal type of labor. The study has also shown that it falls short with the fact that few kasambahay and employers are made aware of their rights and obligation under the law. Although, various players, from DOLE and its partners both in the government and civil society organization (including labor unions), have done their significant share in promoting it, admittedly, it has fallen trap to the ningas kugon mentality. The real measure of success, in addition to the institutional structures created, is the need to empower kasambahay toward self-regulation, as manifested by their ability to collectively negotiate for better wages and additional benefits from their employers. Supporting structures leading to this reality is in my opinion the real support needed by the kasambahay.

RECOMMENDATIONS

Based on interviews conducted and review of promulgated operational policies, to promote better labor and social protection mechanisms and/or social safety nets for domestic work, the following recommendations may be further explored by government, stakeholders and other researchers interested in the area of gender and labor:

1. DOLE needs to capacitate the Local Government Units (LGUs), particularly the barangay, on how to address kasambahay concerns. SEnA (Single Entry Negotiation Approach) Clinics for Kasambahay may be done for this purpose. This proposal may be dog-tailed with the annual conduct of Araw ng Kasambahay, which also needs to be localized (at the barangay level) to provide kasambahay and employers the opportunity to understand their rights and obligations under the law. Barangay officials must also be trained in detecting disputes between kasambahay and their employers because they are oftentimes approached, by either parties, if there are problems arising from their employment relationship. DOLE, through the DILG, should also encourage LGUs to adopt similar City Ordinances on the mandatory registration of kasambahay, as with the case of Quezon City and Makati City. This researcher observed that DOLE Quezon City can easily implement its advocacy program on Batas Kasambahay because there is an existing structure in the city that permits this. Although the law already calls for the said registration, by allowing LGUs to take part, and have a sense of ownership to the process, will entail more cooperation from their part, instead of shying away from national government initiatives.

2. The IRR needs to be revisited and subsequently amended to reflect the full intention of ILO Convention 189 and Republic Act No. 10361, particularly on the right to organize for collective bargaining or negotiation. Due consideration for said must be made because there are some kasambahay who render their services to a single employer for decades without getting any additional remuneration once their services are no longer needed.

   Likewise, the DOLE should make a representation with the PSA to include the collection of reliable statistics on domestic work. This is a way to account for their invisibility, which will help in developing well-targeted assistance programs and interventions similar with their overseas counterparts.

3. DOLE may also want to consider creating a separate wage board for kasambahay to ensure that promulgated wage orders will be reflective of the sentiments of those working as kasambahay and those who need their services. By formalizing them, it would likewise be easier for the Department to track their whereabouts, they will have a more formal structure wherein they may be capacitated and informed about their rights, and will truly make them at par with other workers in the formal sector. As a midterm action, the DOLE may want to either federate or charter them with existing Labor Unions for Kasambahay and Employers' Group for their employers.

4. The inspectorate powers of the Secretary of Labor and Employment (SOLE) should likewise be revisited to see how the peculiarities of kasambahay work conditions may be accommodated, to what is being done by other ratifying countries to ILO Convention 189.

5. This study has shown that gender influences women's ability to enter the labor market and stay in there after they have become mothers. Vulnerability and the invisibility of those engaged in informal work set-ups are also some of the challenges confronting women from low or no skills backgrounds. As an area for additional study, researchers may also want to explore other Philippine laws and operational policies concerning women and the cross cutting issue of gender and development, which may later on be compared with trends in other Southeast Asian Countries.

development, which may later on be compared with trends in other Southeast Asian Countries.

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DISASTER PREPAREDNESS AND COPING MECHANISMS OF PERSONNEL AND STUDENTS OF CAPIZ STATE UNIVERSITY SIGMA SATELLITE COLLEGE, CAPIZ , PHILIPPINES

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ABSTRACT

Disaster preparedness can prevent a bad situation from becoming worse. Emergencies come in many forms and having an equipped knowledge and skills of what to do before, during and after this catastrophe, damage can be minimized if cannot be prevented. This study was conducted to determine the disaster preparedness and coping mechanisms of the personnel and the students of CAPSU Sigma . The respondents of study were the 52 personnel and 282 students. A researcher - made questionnaire was used to gather the needed data. Mean, ranking and t-test were the statistical tools used in the processing of data using the Statistical Package for Social Sciences (SPSS). Findings revealed that both personnel and students safeguard the most important records of the family whenever there is a calamity. Moreover, personnel respondents see to it that they have an emergency supplies while the students find it necessary to know the current first aid procedures. Further, respondents attend meetings or receive information on natural disasters and emergency preparedness. The personnel and students' coping mechanisms are performing daily household routine; engaging in promoting physical and emotional healing by healthy eating, rest, exercise, relaxation, and meditation. However, one coping mechanism of students is sharing to someone what they feel .Finally, personnel and students have different disaster preparedness and coping mechanism to post disaster.

Keywords: coping mechanisms, disaster preparedness, personnel post stress and students

INTRODUCTION

Disaster preparedness can prevent a bad situation from becoming worse. Emergencies come in many forms and having the right checklist, supplies and kit for any possible contingency can aid in making members of family safe. Planning ahead also helps everyone understand what to do should a disaster strikes. Disaster of any kind is a potential cause of economic decline, infrastructure breakdown and creatures lives' damage. For instance, Kapucu (2014) identified disasters that has dreadful impact to the world such as the four hurricanes that damaged portions of Florida in 2004, Hurricane Katrina in 2005, the earthquake in Haiti in 2010, the earthquake and resultant tsunami and nuclear power plant accident that struck Japan in 2011, the China's Sichuan earthquake in 2008 (Wenchuan) and again in 2013 (Ya'an).

Philippines is very vulnerable to natural disasters because of its natural setting, as well as its socio-economic, political and environmental context □ especially its widespread poverty (Luna, 2002). Although the country has a well□established institutional and legal framework for disaster management, such as participation and involvement of people and Non-Government Organization (NGO)   in decision □making and program implementation still there were instances wherein damages were not anticipated and minimized.

In 2013, Philippines was shattered by typhoon Haiyan (also known as Typhoon Yolanda) which affected 26 million people and claimed at least 8,000 lives. Sadly, Capiz was one of the provinces that was tremendously hit and powerfully smashed by Typhoon Yolanda. Aside from the whistling strong winds that swept the trees, structures and agricultural plantations, the rising sea levels also brushed everything that erects and dwells near the seashores. Despite of the awareness of the citizens of Capiz of what to do if there are calamities that may approach in their place, still damages in their lives, properties and environment had not been completely safeguarded.

The aftermath of typhoon Yolanda resulted to unexplainable emotion and strong astonishment to Capizeños. Despite of traumatic experiences, they were able to cope up and tried to live a normal life. Psychologists Richard Lazarus and Susan Folkman scientifically defined coping as the sum of cognitive and behavioral efforts, which are constantly changing, that aim to handle particular demands, whether internal or external, that are viewed as taxing or demanding. This is anchored in their proposed model "Theory of Cognitive Appraisal" (1984) that explained the mental process which influence of the stressors (Sincero,2012).

Along this line, the researcher was prompted to assess the disaster preparedness and coping mechanisms of personnel and students of Capiz State University Sigma Satellite College.

STATEMENT OF THE PROBLEM

This study aimed to determine the disaster preparedness and coping mechanism of the personnel and students of CapSU Sigma Satellite College.

Specifically, it sought to answer the following questions:

1. What are the disaster preparedness of the personnel and the students of CAPSU Sigma?

2. What are the coping mechanism of the personnel and the students to post disaster stress?

3. Is there a significant difference in the disaster preparedness and coping mechanism to the post disaster stress between the personnel and students?

RESEARCH METHODOLOGY

This study concentrates on the disaster preparedness of the personnel and students of CAPSU Sigma Satellite College. The correlational descriptive method of research was employed. The respondents of the study were the 52 personnel and 282 students of CapSU Sigma. The instrument used to gather the needed data was a researcher's made questionnaire. The statistical tools used were the mean and paired sample t-test using SPSS.

Respondents of the Study. The study was conducted to 52 personnel and 282 students of CAPSU Sigma enrolled during the school year 2016-2017. The respondents were identified as part of the study because they were the actual victims and sufferers of the menace of the typhoon Haiyan.

Instruments. A researcher made questionnaire was utilized to gather the needed responses and data. Prior to the conduct of the questionnaire, it was submitted to panel of experts composing of three members for face and content validation. After which, it was pilot tested to the students who were not part of the study to determine its reliability.

Data Gathering Procedure. A letter asking permission to conduct the questionnaire was secured from Satellite College Director of Sigma noted by the research and the program chairmen. Upon approval, it was distributed to the respondents. After two days the questionnaires were completely gathered personally by the researcher. It was then tabulated, analyzed and interpreted.

Statistical Treatment. To determine the disaster preparedness and coping mechanisms of respondents, mean was used. Moreover, to determine if is a significant differences in disaster preparedness and coping mechanism of the two groups of respondents, t-test was used. The alpha level is set to 0.05.

FINDINGS

Disaster preparedness of the personnel and students
of CAPSU Sigma Satellite College

Table 1. Disaster preparedness of the respondents

Items	Personnel		Student	
	Mean	Verbal Description	Mean	Verbal Description
To be prepared during the disaster I and my family members . . .				
1. talk about what to do in case natural disaster or emergency occurs	4.20	SA	4.60	SA
2. have 72-hour minimum disaster supplies on hand	4.60	SA	4.40	SA
3. store food, water, batteries, and other emergency supplies	2.36	D	4.60	SA
4. have an emergency supplies kit for family vehicle	3.06	MA	4.00	A
5. know current first aid procedures especially the responsible family members	3.08	MA	4.64	SA
6. know how to perform Cardiopulmonary Resuscitation (CPR) procedures	2.60	D	3.00	MA
7. charge fire extinguisher and assure that everyone in the family know how to use it	2.08	D	3.36	MA
8. safeguard the most important family records	4.84	SA	4.80	SA
9. engage in fire drill within the year	4.00	A	4.00	A
10. discuss where to meet outside if there is a fire in home	2.42	MA	3.00	MA
11. discuss where to meet if in case we cannot get back to our home	2.68	MA	2.80	D
12. know what are the disaster plan of Municipal Disaster Risk Reduction and Management Council (MDRRMC) in our place.	2.64	MA	2.6	D
13. attend meetings or received information on natural disasters or emergency preparedness	4.24	SA	4.6	SA
14. develop an "Emergency Plan" so that every member of the family is guided of what to do during emergency	4.20	SA	3.33	MA

Legend:
4.50-5.00 Strongly Agree (SA)
3.40-3.19 Agree(A)
2.60-3.39 Moderately Agree(MA)
1.80-2.59 Disagree(DA)
1.00-1.79 Strongly Disagree(SDA)

Table 1 reveals that during disaster, both personnel and students of CAPSU Sigma believe that important records of the family should be safeguarded. Evidently, item stating "safeguard the most important family records" (M=4.84), SA; M=4.80, SA). This implies that family members of the respondents see to it that their valuable belongings, important records and documents are kept in safe containers and place. Further, personnel respondents together with their family members make sure that they have disaster supplies that can sustain for at least 72 hours. Item that refer to this states "have 72-hour minimum disaster supplies on hand" (M=4.60, SA) while student respondents prefer to know the current first aid procedures. Item that refer to this states "know current first aid procedures especially the responsible family members" (M=4.64, SA). This indicates that students give more concern on immediate response and medical assistance to whoever needs it when catastrophe occurs. Moreover, both personnel and students respondents have constant dialogue of what to do during emergencies. Clearly, item "talk about what to do in case natural disaster or emergency occurred "(M=4.20, SA; M= 4.60, SA).

It suggests that normally, family members confer with each other the details of the appropriate preparation whenever a disaster comes. Aside from constant communication with family members, personnel respondents also ensure that as much as possible their actions and decisions in times of calamity are towards their safety. It is discerned in item "develop Emergency Plan so that every member of the family is guided of what to do during emergency (M=4.20, SA). On the other hand, student respondents consider that one of the best preparations during emergency is to have available foods, water and other basic needs that can sustain for few days when disaster hits their place.

Item referring to this states "store food, water, batteries, and other emergency supplies" (M=4.6, SA). In the same way, personnel and students respondents consider attending meetings and receiving information on natural disasters or emergency preparedness as vital preparation in case of emergency. Apparently, knowledge and learning that they get from these activities are helpful during disaster. On the contrary, items with lowest mean for personnel disaster preparedness are "charge fire extinguisher and assure that everyone in the family know how to use it" (M=2.08, D) and "know to perform Cardiopulmonary Resuscitation (CPR)" procedure (M=2.60, D). Whereas for students "know what are the disaster plan of Municipal Disaster Risk Reduction and Management Council (MDRRMC) in our place" (M=2.64, MA). These point out that personnel give less importance to these aspects however, training in life saving procedures is a disaster preparedness that requires attention. Likewise, students need to be informed of the plans and advocacies of MDRRMC of their place. Despite the importance of individual preparedness, several studies report relatively low levels of disaster preparedness even in disaster prone areas (Adiyoso and Kanegae, 2014, Kohn et al., 2012). Accordingly, in many disaster-prone areas local and national governments and NGOs have put efforts in providing disaster educational programs and emergency trainings in order to raise awareness, promote self-reliance and household preparedness actions. While such educational activities can boost disaster preparedness in some cases (Mishra and Suar, 2007, Wood et al., 2012).

Respondents' Coping Mechanism to Post Disaster Stress

Table2. Respondents' coping mechanism with post disaster stress

Items	Personnel		Students	
	Mean	Verbal Description	Mean	Verbal Description
1. Talks and shares to someone what I feel (anger, sorrow, and other emotions)	3.15	MA	4.5	SA
2. Seeks help from professional counselors who deal with post-disaster stress.	2.5	D	2.3	D

3. Takes steps to promote physical and emotional healing by healthy eating, rest, exercise, relaxation, and meditation	3.5	A	4.3	SA
4. Performs daily household routine.	4.3	SA	4.6	SA
5. Spends time with family and friends.	3.6	A	4.2	A
6. Joins with groups who are giving relief goods	2.3	D	2.5	D

Legend: *Legend:*
4.50-5.00   *Strongly Agree (SA)*
3.40-3.19   *Agree(A)*
2.60-3.39   *Moderately Agree(MA)*
1.80-2.59   *Disagree(DA)*
1.00-1.79   *Strongly Disagree(SDA)*

Table 2 deals with the respondents' coping mechanism to post disaster stress. "Performs daily household routine" (M=4.3, SA; 4.6, SA). This item got the highest mean rating from both personnel and students. Another coping mechanism of personnel is spending their time with family and friends. Likewise, they engage in promoting physical and emotional healing by healthy eating, rest, exercise, relaxation, and meditation.

On the contrary, another coping mechanism of students is sharing to someone what they feel and like the personnel, they also engage in healthy eating, rest, exercise, relaxation, and meditation. These results suggest that despite of tragic experiences, they are confident that they can live a normal life as long as their family members are complete. Likewise, they believe that their physical health is important and their faith can give them hope and strength. No matter what type of catastrophe strikes, it is vital to be prepared. It is possible to survive from natural or man-made disasters when one has equipped knowledge, available equipment and plan in place. In addition, reviewing the family plans regularly, with family members, will be a good reminder of what to do if disaster should strike (Kapucu, N. (2014).

Difference between the Disaster Preparedness of Personnel and Student

Table 3 Difference between the disaster preparedness of personnel and students

SV	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			.
Personnel - Student disaster - preparedness	-.214	.415	.064	-3.344	41	.002

p-value > 0.05 =significant (s)   *p-value < 0.05= not significant (ns)*   *0.05 – alpha level*

Results reveal that the sig. value of 0.002 is lower than .05 alpha. This means that there is a significant difference in the disaster preparedness of personnel and students. This further indicates that students and personnel have different way of preparing their selves if ever calamity or disaster comes. Result of the study of Osmen (2006), on the level of preparedness of the schools for disasters from the aspect of the school principals, negate the findings of the present study. In his study, the views of the teachers and principals related to the dimensions for disaster preparedness do not significantly differ from each other. However, it is could be noted that principal and teachers may have the same concern and priorities particularly when their family members are involved compared to that of the students. Thus, the result of the present study is justifiable.

Difference in the Coping Mechanism of Personnel and Students to Post Disaster Stress

Table 4. Difference between the coping mechanism of personnel and student to post disaster stress

SV	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
Personnel coping - Student coping	-.333	1.052	.162	-2.054	41	.046

p-value > 0.05 =significant (s)   p-value < 0.05= not significant (ns)   0.05 – alpha level

Result reveals that the significant value of .046 is lower than 0.05 alpha. Therefore, there is a significant difference in the coping mechanism of personnel and students. This is supported by the findings of Suresh (2014) wherein he reported that the subjects of study do not significantly influence the stress and coping strategies of student teachers. On the contrary, Majitha & Sajan (2015) found that significant difference exists in the mean scores of coping strategies of student teachers of Arts and Science subjects and the mean score of Arts students is greater than that of Science. For all other pairs of comparisons the difference is negligible.

He explains further that students with arts as their subject of specialization have the ability to cope with conflicting situations in an effective manner. Cutanda, Tiempo, Torreon & Olandria (2018) conveyed that there is significant differences between the perception of the respondents as to the Assessment and Planning Activities, Physical and Environmental Risk Reduction , Response Capacity Development Activities, and Overall Level of Preparedness.

CONCLUSIONS

Based on the forgoing findings, the following conclusions were formulated

1. The respondents give importance to their valuable belongings such as personal records and significant documents. Thus, they protect it in times of disaster.
2. In terms of post disaster stress, the coping mechanism of the respondents is maintaining a normal daily household routine and taking care of their selves.

RECOMMENDATIONS

Based on the formulated conclusion, the following recommendations were drawn

1. Personnel and students are recommended to familiarize and attend to the different disasters preparedness related trainings conducted by the local Disaster Risk Reduction Management Team and other agencies particularly in life saving. Further, students are encouraged to be participative in any disaster preparedness activities and drills in order for them to be equipped with knowledge and skills whenever disaster comes.

2. The family members may discuss and agree of what to do during the disaster. This could help a lot in avoiding and minimizing the damage that may incur.

3. School heads are encouraged to regularly conduct trainings related to disaster preparation by coordinating with the MDRRMO.

ACKNOWLEDGEMENT

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PRODUCTION, PRE-TESTING AND DISTRIBUTION OF IEC MATERIAL ON PINK PINEAPPLE MEALYBUG [Dysmicoccus brevipes COCKEREL (HEMIPTERA: PSEUDOCOCCIDAE)], VECTOR OF MEALYBUG WILT DISEASE OF PINEAPPLE

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ABSTRACT

This study was conducted to produce and disseminate an IEC material for the pineapple farmers in Leyte. The IEC materials aimed to enhance the awareness of the farmers on pink pineapple mealybug (PPMB) and the disease transmitted. The possible control measures based on published studies were also highlighted. Among the interviewed respondents, 50% of them have observed PPMB on their pineapple fields while the other 50% did not. Most of them also resorted to using chemicals but there also are those that just left it to nature and did nothing. Some of the respondents also did not have any idea as to the pest and its management. IEC material produced was pretested to pineapple farmers in Silago, Southern Leyte. Generally, 96 -98% of the respondents liked and approved the general appearance of the IEC Material, as well as were satisfied with the content and the utility of the IEC material. However, the farmer respondents also suggested few improvements of the IEC like to include the translated form in Visayan dialect, large pictures and font size. It was also suggested to develop IECs in the form of pamphlet and tarpaulin poster for durability and longer life span.

Keywords: awareness, IEC material, pineapple farmers, PPMB, pretesting

INTRODUCTION

Pineapple Ananas comosus (L.) Merr. is one of the most important crops in the Philippines. According to Baroña (2005), Philippines ranked second in the world next to Costa Rica in terms of Pineapple production with an estimated 70,000 hectares planted with crop, which are mainly exported which contributes about 17% to the world supply. Moreover, PSA (2017) reported that majority of the production is concentrated in Mindanao Island of the Philippines with other provinces in Luzon close behind. In addition, a paper from "Magsasaka at Siyetipiko para sa Pag-unlad ng Agrikultura" of 2015 stated that the production of pineapple is controlled by giant transnational corporations that is led by Del Monte and Dole Philippines which comprises the biggest percentage of the total production here in the country (85%).

UNCTAD INFOCOMM (2016) stated that there are numerous varieties of pineapple which has been derived from different groups. Every group contains more than ten (10) varieties or cultivars with different distributions across the inter-tropical zone depending on their production characteristics, linked to the local pedoclimatic conditions. They further stated that the most widespread cultivars in commercial cultivation for the fresh or processed sector are limited to few types which include Smooth Cayenne, Extra Sweet or MD2, Queen Victoria (Queen), Sugarloaf or Bottle, and Champaka. Along with the production of the different varieties of pineapple are the different biotic and abiotic stresses of the plant.

As of 2003, Rohrbach et al. reported that the severity of several pest and disease problems was brought about by the many characteristics of the pineapple plant and commercial pineapple production systems. If proper care and pest management are employed, then pineapple plants are subjected to a minimum population of pests and diseases. Aside also to the different pests and diseases to the crop caused by biological organisms, abiotic stresses such as water stress, temperature stress, nutrient stress, etc. may also affect the performance of the crop. Different pineapple varieties may or may not have the same kind of stresses whether brought about by biotic or abiotic causes.

Recently, pineapple plants are observed in some areas of Leyte Province. Based on what the researchers observed, pineapple farmers are not yet well-oriented with the different pest organisms present in pineapple fields. Thus, this study.

Objectives of the Study

In connection with the above statements, a survey in different pineapple plantations within Leyte was conducted which aimed to:

1. know the different varieties of pineapple that were currently grown within the location;

2. to highlight the different control practices employed by the pineapple farmers; and

3. to produce an IEC material to provide information materials to local farmers particularly on the pests of pineapple and its management.

MATERIALS AND METHODS

Survey through Interview Questionnaire

Interviews were conducted with farmers in Baybay City, Javier, Silago, and Abuyog, Leyte. A structured questionnaire (Appendix A) was used. The questionnaires were read to the pineapple growers and answers were recorded to know their knowledge in growing the plant (Fig. 1). All information given by the farmers were noted. Documentations were also done during the conduct of the field survey.

Development and Pretesting of an IEC Material

An information education communication material in English translated in Visayan dialect was developed after the conduct of the survey. The content of the material included the information on the different pineapple varieties recorded and documented within Leyte. Likewise, importance of pink pineapple mealybugs and the potential management strategies used by the farmers to control it were also highlighted. Integrated Pest Management (IPM) strategies recommendations based from published studies were also included in the material. The IEC materials produced were pre-tested before distribution to end-users.

The testing was done by giving materials to the respondents of the first survey. Acceptability was assessed through evaluation.

Figure 1. Interview with the pineapple farmer

RESULTS AND DISCUSSION

Farmer's Perception to Pink Pineapple Mealybugs (PPMB) based on the Survey

Based on the survey conducted, most farmers are less likely knowledgeable on PPMB.

Fifty percent of the respondents are into pineapple farming for 1-5 years. The types of pineapple grown are the Queen and Hawaiian pineapple varieties. Half of the respondents (50%) observed pests in their pineapple farms specifically pink pineapple mealybugs. It was usually seen infesting on leaves, fruits, stems, and roots of the plants as also mentioned in the literatures. Twenty five percent of the farmers addressed the problem through using chemical control.

On the other hand, there are also vertebrate pests, weeds, and diseases that were present on the areas. Control measures are done by the farmers such as weeding, regulatory control, and chemical application. Moreover, 80% of the respondents are not familiar with the natural enemies against pests and diseases. The same percentage sprays pesticide on their farm with 33.33% of them only monitors pests before spraying. And 50% of the respondents have other related pest management practices in their pineapple farm.

Table 1 below shows the respondents' socio-demographic characteristics during survey. There are 8 respondents interviewed. The respondent's ages ranged from 23-87 years old with which 62.5% of them are males and 37.5% are females. Moreover, 62.5% percent of the respondents are married, with 12.5% widowed, and the remaining 25% are single with different educational attainment. So much for that, 50% of them are farmers with small size of land (1ha below).

Table 1. Survey respondents' socio-demographic characteristic

CHARACTERISTICS	FREQUENCY	PERCENT
Age		
25yrs and below	2	25.0
26yrs to 51yrs	2	25.0
52yrs to 77yrs	3	37.5
78yrs and above	1	12.5
Total:	8	100.0
Range: 23-87		
Sex		
Male	5	62.5
Female	3	37.5
Total	8	100.0
Civil Status		
Single	2	25.0
Married	5	62.5
Widow	1	12.5
Total	8	100.0

Educational Attainment		
Elem.Level	1	12.5
Elem.Grad	1	12.5
HS Level	2	25.0
HS Grad	1	12.5
College Level	1	12.5
College Grad	2	25.0
Total	8	100.0
Occupation		
Farmer	5	62.5
House Keeper	2	25.0
Kagawad	1	12.5
Total		100.0
Farm Size		
1 ha and below	4	50.0
2 ha. to 7 ha.	2	25.0
8 ha. and above	2	25.0
Total		100.0

Information Education and Communication Material Developed

Right after the thorough survey, an IEC Material was being developed. The IEC Material contains the importance of PPMB and the potential management strategies employed by farmers in Leyte. It also highlights the different control strategies suggested by different related published studies (Fig. 2). Topics in the IEC include the definition of PPMB; its current status and management in Leyte; recommendations on the IPM Strategies on PPMB based on published studies; and the other tips and warning on PPMB management.

Figure 2.
Developed IEC Material

Pretesting of the IEC Material

Based on the pretesting survey, 100% of the farmer respondents said that their attention had been caught by the IEC material they read. Eighty seven percent (87%) of them also said that they understand the material given to them and that the amount of the information given is just right while the 13% have minor clarifications. Ninety five point two percent (95.2%) said that there are features in the material that are specifically liked, believable, not offensive, and recommendable. Moreover, 100% of them mentioned that the material is intended for them and even for other people. In general, 98.67% of the respondents are gratified with the contents for it is useful in their livelihood while the remaining 1.33% of them wanted some improvements (Table 2). Seventy six percent (76%) of the respondents made some suggestions/comments which included the following:

A. All information, if possible should be translated to Visayan dialect.

B. Some pictures maybe improved, especially those which are blurred and not clear

C. Fonts maybe enlarged, if possible

D. If possible, other formats of the same IEC may be developed, such as in the form of pamphlets in , poster tarpaulin for longer life of the IEC materials and utility

E. Other comments of the IEC materials included that actual demonstration of the strategies would prove useful and informative to the farmers

Table 2. Summary of the respondent's perception of the effectiveness of the IEC Material

CATEGORY	FREQUENCY OF RESPONDS			
	YES	PERCENTAGE	NO	PERCENTAGE
A. Attractiveness				
1. The material caught their attention and make them read more	25	100	0	0
B. Instructional Comprehensibility				
1. Understands the content of the material	25	100	0	0
2. Right amount of information was given	25	100	0	0
3. Clarity of the words	20	80	5	20
4. Understands the picture in the material	17	68	8	32
C. Acceptability				
1. Some features of the material were specifically liked	25	100	0	0
2. Some features of the material that were specifically not liked	4	16	21	84
3. Portions of the material were thought to be unbelievable	2	8	23	92
4. Parts or features of the material were offensive	0	0	25	100
5. Recommend the IEC to others	25	100	0	0
D. Self-Involvement				
1. The material were intended to:				

Table 2. Summary of the respondent's perception of the effectiveness of the IEC Material (cont'd.)

a. Someone like myself	25	100	0	0
b. Other people	10	28.57	0	0
2. Possible replication of the details written in the material	25	100	0	0
E. General Assessment				
1. Gratified with what the material had written	25	100	0	0
2. The material was generally useful for their livelihood	25	100	0	0
3. Acceptability of the general appearance, background color, and font of the material	24	96	1	4
Comments and Farmer's Ideas and Suggestions				
• Do not understand the English part of the material (picture label)/ Everything must be in Visayan • Form of an earwig was not known • Some pictures are blurry • Font size should be enlarged • Unable to use chemicals • Must be in pamphlet/tarpaulin/ and improved paper quality • Must be demonstrated for implementation	19	76	6	24

NOTE: Total number of respondents is 25

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the survey, the following conclusions can be drawn:

1. Not all of the pineapple farmers in Leyte are very knowledgeable on the importance of Pink Pineapple Mealybug (PPMB).
2. Fifty percent of the farmer respondents do not have much control measures employed on their pineapple farming.
3. Farmers have also their own way of pineapple farm management.
4. Most pineapple farmers are willing to enhance their knowledge and learn more based on the evaluation of the IEC Material.

Recommendations

1. Assessment on the impact of the distributed IEC Material after a year or so.
2. Do some farm demonstrations on PPMB Management (Cultural and Biological Application) for farmers are eager to be taught.
3. Conduct the same study in whole Province of Leyte and its neighboring Provinces that cultivate pineapple.

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PRODUCTIVITY OF SMALL SCALE RICE PRODUCERS, ITS RELATION TO THEIR CLIMATE CHANGE AWARENESS AND MITIGATION PRACTICES

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ABSTRACT

Data were gathered from the 365 randomly selected small scale rice producers in the Municipality of Mambusao, Capiz, Philippines. Results were interpreted at 5 percent level of significance and revealed that majority of them were between 41-50 years old, males, married, Roman Catholic, high school level, have an average monthly income of P789.32, attended an average of 8 relevant trainings, and had been farming for an average of 40 years. They obtained information on climate change from radio, community meetings, friends, family members, DA Technicians, environmental groups, LGU officials and Internet. They had "very high" level of awareness on climate change but had "low" level of mitigation practices and "low" level of productivity. The level of climate change awareness significantly affected the level of productivity of the small scale rice producers. Their level of education significantly affected their level of awareness on climate change and the number of relevant trainings on climate change they have attended increased their level of mitigation practices. The household monthly income could increase the level of productivity of small scale rice producers. They encountered problems on frequent flooding, high temperature, very low production, occurrence of pests, and loss of income, storms, and spread of diseases as a result of climate change. To reduce the effect of climate change they suggested proper waste management, planting of forest and fruit trees, diversification of farming, use of organic fertilizers, eliminate illegal logging, stop kaingin system, stop burning of rice straws and other solid wastes, regulate upland farming, and regulate charcoal production. Some suggestions were evaluation and religious implementation of the mitigation program, conduct livelihood trainings, and study on the determination of production losses not only to rice but also to other crops.

Keywords: productivity, rice producers, climate change awareness, mitigation practices

INTRODUCTION

Climate change is caused by the buildup of greenhouse gases in the atmosphere. Greenhouse gas emissions can come from both natural sources and manmade activities. But it is man made activities like fossil fuel use, deforestation, intensive livestock farming, use of synthetic fertilizers, and industrial processes that worsen the problem.

Climate change has become the biggest and the most pervasive threats faced by our country today. Factors such as more intense tropical cyclones, drastic changes in rainfall patterns, sea level rise, and increasing temperatures contribute to serious impacts on our natural ecosystems such as our river basins, coastal and marine systems, and their biodiversity, then cascading to impacts on our food security, water resources, human health, public infrastructure, energy and human settlements. It is unequivocal that climate change will have serious implications on the country's efforts to address poverty and realize sustainable development for current and future generations (CCC, 2010).

According to the World Bank (2008), approximately 50.3% of the country's total land area and 81.3% of its population are vulnerable to natural disasters. In 2010, the agriculture sector produced

15.77 million metric tons of rice, 6.37 million metric tons of corn, 60.9 million metric tons of other crops, and 4.20 thousand metric tons of livestock and poultry (BAS, 2010). The sector remains the country's backbone for sustainable attainment of food security. It employs about one-third of the total employment in the sector, and contributes about 18% to Gross Domestic Product (NEDA, 2008).

Climate change threatens agriculture stability and productivity. This has not only reduced productivity to lower levels but has made production more erratic. Long term changes in the patterns of temperature and precipitation shifts production seasons, pests and diseases patterns and modify the set of feasible crops affecting production, prices, incomes, and ultimately livelihoods and lives (IPCC, 2007).

Tabunda (2010) said that knowledge of climate change in the Philippines appears to be a function of urbanity, age, and educational attainment.

Rudenas et al. (2013) on the "Implementation of Climate Change Smart Agriculture," said that food security is compromised by the impacts of climate change in view of the changes in weather patterns, pest and disease incidence, production areas are threatened by floods, landslides, droughts, sea level rise, soil erosion, etc.

But this can only be done if there is a full knowledge on the part of the small scale producers on climate change, its consequences and impacts. Without awareness of this environmental issue, they will not be able to adapt to the climate change and mitigate its impact on their productivity.

STATEMENT OF THE PROBLEM

The study was conducted to determine the level of awareness, mitigation practices adopted and how climate change affects the level of productivity of the small scale rice producers in the municipality of Mambusao, Capiz, Philippines.

Specifically, this study sought answers to the following specific questions:

1. What is the profile of the small scale rice producers in the municipality of Mambusao, Capiz?
2. What are the sources of information of the respondents on climate change?
3. What is the level of awareness of the respondents on climate change?
4. What is the level/extent of mitigation practices adopted by the respondents to minimize the effects of climate change?
5. What is the level of productivity of the respondents?
6. Do climate change awareness and mitigation practices significantly affect the level of produc tivity?
7. Do climate change awareness, mitigation practices and level of productivity significantly dif fer when the respondents are grouped according to age, sex, civil status, religion, highest educational attainment, household monthly income, number of relevant trainings attend ed, and length of experience as rice producers?
8. What are the problems encountered by the respondents related to climate change?
9. What are the suggestions/recommendations of the respondents to reduce the effects of climate change?

CONCEPTUAL FRAMEWORK

The study was based on the concept that the level of productivity of the small scale agricultural producers may be affected by the climate change on the assumptions that rice producers have some degree of awareness on the impacts of climate change. It was further assumed that the level of awareness on climate change of rice producers may affect their mitigation practices which means that the more they are aware of the negative impacts of the phenomenon, the more environment-friendly would be their mitigation practices.

It is also assumed that the level of awareness on climate change and mitigation practices of the small scale rice producers may differ when they are grouped according to their age, sex, civil status, religion, highest educational attainment, household monthly income, number of relevant trainings attended, and

It is also assumed that the level of awareness on climate change and mitigation practices of the small scale rice producers may differ when they are grouped according to their age, sex, civil status, religion, highest educational attainment, household monthly income, number of relevant trainings attended, and length of experience as rice producers.

METHODOLOGY

This study utilized the descriptive and correlational research designs. Descriptive research design focuses on observing and describing the behavior of a subject without influencing it in any way while correlational research is the systematic investigation of relationships among two or more variables.

The study was conducted in the municipality of Mambusao, Capiz, a third class municipality and considered the trade center of the second district of Capiz. It was conducted from October to December 2014.

The small scale rice producers from the twenty six (26) barangays of the municipality of Mambusao were the respondents of the study.

The sample size of the study was determined using the formula of Slovin and the actual respondents was determined by simple random sampling technique. The fishbowl technique was used in identifying the respondents from each group of rice producers

The research instruments used in gathering the data from the respondents were prepared by the researcher utilizing different sources. It was composed of seven parts to cover the following: profile of the respondents, top five (5) sources of information where they obtained their knowledge on climate change, level of awareness, responses on the mitigation practices, level of productivity, problems encountered, and information on the recommendations/suggestions of the respondents on how to minimize the effects of climate change.

To analyze the data gathered, the researcher made use of both descriptive and inferential statistics. Descriptive statistics includes mean, percentage, frequency distribution, ranking and standard deviation. The inferential statistics includes t-test to determine significant differences between two sample means, Analysis of Variance to determine the differences among sample means, and Pearson Product Moment Coefficient of Correlation to determine whether there was a significant relationship between the variables.

All results were interpreted at 5 percent level of significance.

FINDINGS

Profile of the Rice Producers

The profile of the rice producers in the municipality of Mambusao in terms of their personal related factors, religion, highest educational attainment, household monthly income, number of relevant trainings attended and length of experience as rice producers are summarized in Table 1.

Majority (50.68%) of the respondents were between 41-50 years old, dominated by male and married. Majority were roman catholic and have reached high school level. Their household monthly income was P5,000.00 and below and been to farming for 16 – 30 years.

Table 1. Profile of the rice producers.

VARIABLE	FREQUENCY	PROFILE
Age	185	41-50 years old
Sex	215	Male
Civil Status	274	Married
Religion	325	Roman Catholic
Highest educational attainment	72	High school level
Household monthly income	143	P5,000 and below
Number of relevant trainings attended	178	5 and below
Length of experience	250	16-30

Sources of Information About Climate Change

The figure below summarizes the sources from which the respondents obtained information about climate change. It was obtained from the multiple response of the respondents. More than three-fifths or 61.36 percent of rice producers in the municipality of Mambusao obtained information about climate change from radio and television which was the number one source and more sources were presented in the graph.
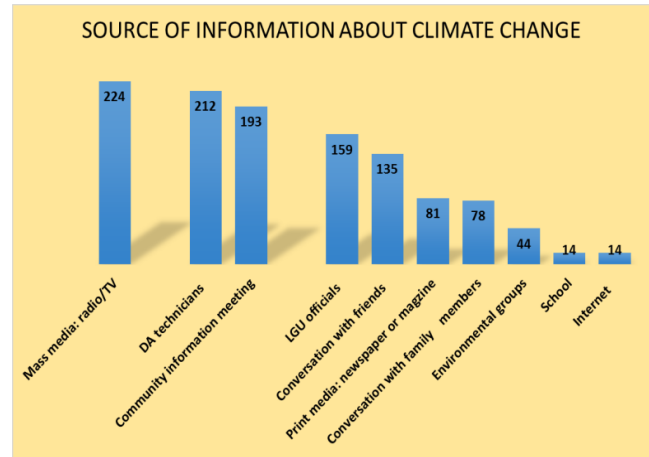
Figure 1. Sources of Information About climate Change

Level of Climate Change Awareness of the Respondents

On the average, the small scale rice producers in the municipality of Mambusao had "very high" level of awareness on climate change. This implies that the small scale rice producers in the municipality of Mambusao are aware that climate change is caused by human activities such as, improper disposal of pollutants and solid wastes and worsened by slash and burn farming practices and land use change.
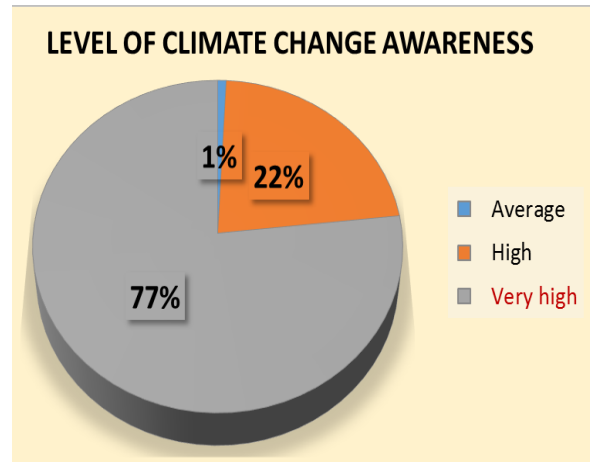
Figure 2. Level of Climate Change Awareness of the Respondents.

Extent of Mitigation Practices of the Respondents to Minimize the Effects of Climate Change

The extent of mitigation practices of the respondents to minimize the effects of climate change is presented in Figure 3.

Majority or 61.90 percent of the rice producers in the municipality of Mambusao had "low" level of mitigation practices to minimize the effects of climate change. One hundred thirty-seven or 37.50 percent had "average;" and the same percentage (0.30%) had "very low" and "very high" level of mitigation practices. On the average, the respondents had "low" level of mitigation practices (M= 2.21). This means that the said rice producers might not have the capacity or the means to adopt mitigation practices.
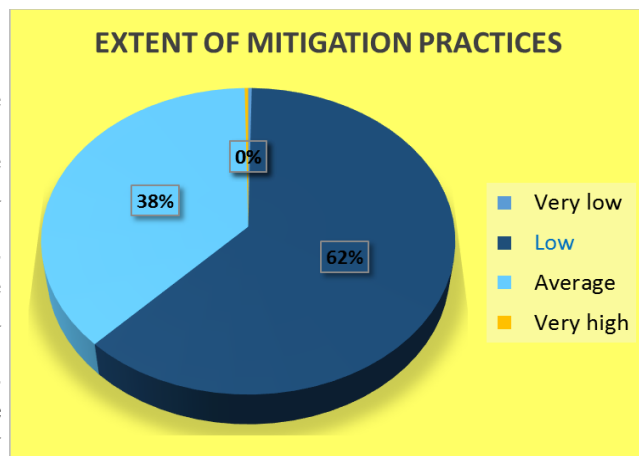
Figure 3. Level of Climate Change Awareness of

Level of Productivity of the Respondents

The level of productivity measured in terms of number of cavans per hectare per year is Shown in Figure 4.

Two hundred twenty sis or r 61.90 percent of the respondents had productivity level between 151-200 cavans being the majority. The rice producers in the municipality of Mambusao were producing 165 cavans per hectare per year on the average.

It can be said that the small scale rice producers had production below 120 which is the maximum yield per hectare if the package or rice technology can be adopted. This implies further that rice production could be increased if the right intervention could be done.
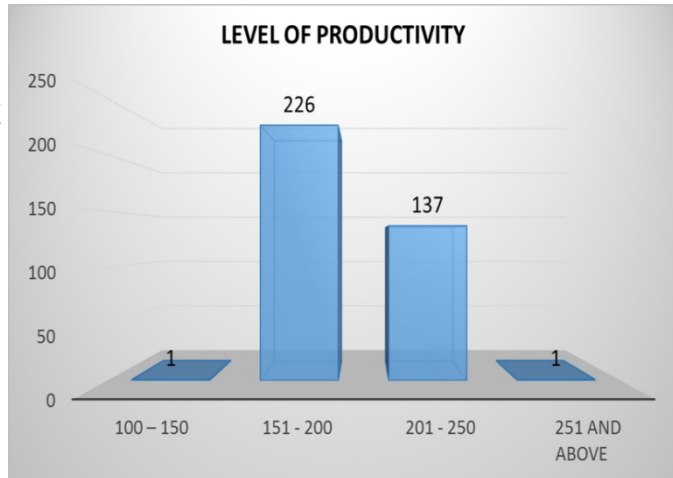
Figure 4. Level of productivity of the respondents.

Relationship between Level of Climate Change Awareness and Level of Productivity

There was a highly significant relationship between level of climate change awareness and level of productivity of the respondents. There was no significant relationship between extent of mitigation practices and level of productivity. This means that the more aware the farmers on climate change, the more they can adopt practices which could prevent losses due to climate change. The small scale rice producers should be made aware of the causes and consequences of climate change. The said farmers should be educated on the changes that have been taking place and how they can change their operations in order not to be severely impacted by the changes. They can also be trained on how to fight pests that may affect rice crop whether in dry or wet seasons.

Problems Encountered by the Respondents Related to Climate Change

When the respondents were asked of the problems they encountered on climate change, they revealed the problems presented in the table below in descending order (Table 2). The same percentage, 40.27 percent mentioned frequent flooding, high temperature, and loss of income; 40.00 percent, very low production; the same percentage, 39.73 percent said occurrence of pests and soil salinity; the same percentage, 39.45 percent, frequent storms and spread of diseases; and 37.81 percent, decrease supply of water from natural sources.

Table 2. Problems encountered by the respondents related to climate change.

PROBLEM	FREQUENCY*	PERCENTAGE
Frequent flooding	147	40.27
High temperature	147	40.27
Loss of income	147	40.27
Very low production	146	40.00
Occurrence of pests	145	39.73
Soil salinity	145	39.73
Storms	144	39.45
Spread of diseases	144	39.45
Decrease supply of water from natural sources	138	37.81

*Multiple responses

Suggestions/Recommendations of the Respondents on How to Reduce the Effects of Climate Change

When the respondents were asked of their suggestions/recommendations on how to reduce the effects of climate change, the following were tabulated in Table 3. The same percentage (40.27%) of the respondents mentioned proper waste management and planting of forest and fruit trees on vacant areas; 39.73 percent, diversify farming and use of organic fertilizers; 39.45 percent, stop illegal logging; the same percentage, 39.18 percent, stop kaingin system, stop burning rice straws and other solid wastes, and Clean and Green program; the same percentage, 37.53 percent, regulate charcoal production and regulate upland farming; and improve energy efficiency was mentioned by 30.14 percent.

Table 3. Suggestions/recommendations of the respondents on how to reduce the impact of climate change.

SUGGESTION	FREQUENCY*	PERCENTAGE
Proper waste management	147	40.27
Planting of forest and fruit trees on vacant areas	147	40.27
Diversify farming	145	39.73
Use of organic fertilizers	145	39.73
Stop illegal logging	144	39.45
Stop kaingin system	143	39.18
Stop burning rice straws and other solid wastes	143	39.18
Clean and Green Program	143	39.18
Regulate charcoal production	137	37.53
Regulate upland farming	137	37.53
Improve energy efficiency	110	30.14

*Multiple responses

CONCLUSIONS

The following are the conclusions drawn by the researcher from the findings of the study:

1. The small scale rice producers in the municipality of Mambusao were in their middle age, male-dominated, married, Catholic, had at least high school level of education, had very low household monthly income, attended 8 relevant trainings and had been producing rice for 22 years.

2. They had access to information on climate change from concerned agencies and individuals had done their share in disseminating information on the causes and consequences of climate change.

3. They had "high" level of awareness on climate change, "low" level of mitigation practices, and "low" level of productivity.

4. The level of education and relevant trainings attained by small scale rice producers can increase their level of productivity.

5. Female small scale rice producers can produce more rice implying that the women who are considered the most vulnerable to climate change may be tapped and developed as rice producers.

6. The level of productivity can be increased by the availability of financial resources in the household implying that small scale rice producers can be made more productive by injecting financial assistance for them to adopt mitigation practices and buy the needed resources for increased production.

RECOMMENDATIONS

On the basis of the findings and the conclusions drawn from the study, the author has come up with two sets of recommendations. The first set of recommendations is inputs for policy making and the second set constitutes areas for future study.

For Policy Making

The Department of Agriculture may come up with a comprehensive program on climate change management to support the small scale rice producers. This program may include the following sub-programs:

1. Values Development Program for the rice producers stressing the importance of their participation in minimizing the effects of climate change.
2. Seminar-workshops on how to prepare comprehensive mitigation program specific to the area and for the whole municipality under the new normal conditions/situations in the country as a result of climate change.
3. Evaluation and religious implementation of the mitigation program and climate change management.
4. Conduct of livelihood trainings for the small scale rice producers to enable them to diversify farming and look for other sources of income.
5. Viable extension programs to assist the small scale rice producers implement their individual plans on how to reduce the effects of climate change.
6. Organizing the small scale rice producers for them to come up with a program on how to manage the impact of climate change in their capacity.

For Future Studies

1. A study on the determination of production losses due to climate change.
2. A survey and evaluation of the government programs on climate change.
3. The same study may be conducted among other agricultural producers

ACKNOWLEDGMENT

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ENTREPRENEURIAL MOTIVATION AND CHARACTER TRAITS

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ABSTRACT

Entrepreneurs are frequently thought of as national assets to be cultivated, motivated, and remunerated to the greatest possible extent. Great entrepreneurs have the ability to change the way we live and work. If successful, their innovations may improve standards of living, and in addition to creating wealth with entrepreneurial ventures, they also create jobs and contribute to a growing economy, (S.Seth, 2019). This study was conducted to provide significant information which could be useful in in discussing important circumstances that are contributory to successful entrepreneurial venture particularly motivating forces and important entrepreneurial innate characteristics. Hence, profit motive was dominant among micro entrepreneurs and the importance of this motive for money should be at a very high level and should always be considered to succeed in business undertakings while the lowest was pursuing own ideas. Although garnered a mean score that were interpreted to be important motivation for successful business venture. The levels of entrepreneurial motivation of older and younger and likewise the male and female entrepreneurs were identical considering that there was no significant difference that existed in their entrepreneurial motivation. The extents of entrepreneurial character traits of older and younger and likewise the male and female entrepreneurs were identical considering that there was no significant difference that existed in their entrepreneurial character traits. The motivation of micro enterprise owners had made an influence in their entrepreneurial character traits considering that there was a significant relationship that existed between motivation and character traits.

INTRODUCTION

By establishing the business entity, entrepreneurs invest their own resources and attract capital from investors, lenders and the public. This mobilizes public wealth and allows people to benefit from the success of entrepreneurs and growing businesses. This kind of pooled capital that results in wealth creation and distribution is one of the basic imperatives and goals of economic development, (V. Shawiza, 2017). Entrepreneurship is an earnest effort to provide self-sufficiency and an appropriate and descent living. To get a job is not an easy thing, thus people who cannot get a job normally jump into entrepreneurial undertaking. In the Philippines, entrepreneurial role is apparently a concrete effort and industrious activity and seemingly has a significant positive impact in our economy. Entrepreneurship has made a great contribution to our economy by providing employment to huge mass of people. This information provides a clear manifestation that entrepreneurial endeavor leads our nation towards better opportunities, which is a significant input to an economy. As entrepreneurial enterprise creates job, it empowers the socio economic standard of people. New and innovated ideas converts the way of thinking of common man and accelerates modernization in business industries thus, the role of entrepreneurship strengthens the economic development of our nation. Aside from its significant contribution to economic development, entrepreneurial endeavor is a challenging opportunity for everyone. The rewards it gives

are much more than what one anticipates. It does not only reward an entrepreneur at financial levels but also on personal or individual aspect, thus, it gives self-satisfaction to the entrepreneur. MSMEs are the real backbone of our economy. People do not realize that your businesses have greater direct impact on Filipinos lives than do big players, (Sen. Angara, 2012). An Asian Development Bank (ADB) study shows that 50 percent of innovations during the20th century were generated by new and small firms. Although many behaviors have been ascribed to entrepreneurs, several are common to those who are successful.

Those in new ventures and those who are already part of an entrepreneurial firm share these qualities, (Barringer, 2013). Entrepreneurial success does not only depend on educational qualification and skills of local micro entrepreneurs in Bacolod City, some of them do not have the exact qualification and skills for business venture where the gap between these qualification and skills can be filled by appropriate motivation and character traits which can form a positive frame of mind and attitude where these knowledge and skills can be acquired. Hence, the study was conducted to come up with an intellectual depth and insights of motivating realities and forces that are contributory to successful entrepreneurial venture.

STATEMENT OF THE PROBLEM

Generally, the main purpose of the study was to find out the motivation and character traits of successful entrepreneurial venture of entrepreneurs in Bacolod City.

Specifically, the study aims to find out the following: 1. Level of importance of entrepreneurial motivation of successful entrepreneurial venture; 2. Is there a significant difference in the level of motivation for successful entrepreneurial venture when the respondents were grouped and compared according to the respondents' age and sex; 3. The extent of importance of character traits for successful entrepreneurial venture; 4. Significant difference in the extent of importance of character traits for successful entrepreneurial venture when the respondents were grouped and compared according to the aforementioned variables and 5. Significant relationship between motivation and character traits.

METHODOLOGY

Based from the nature of the study, it requires the use of descriptive design. Furthermore, comparative and correlation analyses were employed. The respondents of the study were the 197 micro enterprise owners in the selected Barangay in Bacolod City. Researchers-made questionnaire was used to gather data. The instrument consists of issues relevant to entrepreneurial motivation and character traits common to successful enterprising undertakings. Validity of the research instrument. The validity of the research instrument was established through face and content validation. The suggestions and recommendations of juries were incorporated in the final reproduction of the research instrument. Reliability of the research instrument. The reliability of the instrument was established using the test-retest reliability method which was administered to twenty (20) micro enterprise owners also in Bacolod City which were not included in the final administration of the instrument. The result of reliability test was .92 interpreted as high correlation. The researcher personally administered the test so that question or issues that are raised by the respondents can be clarified and addressed outright. The study covers the micro enterprise owners in the selected Barangays in Bacolod City. Among the 61 Barangays in Bacolod City, there are several Barangays that are quite notable to be vulnerable to drugs issues placing the researchers into dangerous situation thus, the researchers opted to limit the investigation to those areas. The mean formula was employed and the obtained means scores were interpreted below. To find out whether or not a significant difference exists in the extent of importance of character traits for successful entrepreneurial venture, the t-test formula was also used. and lastly, to find out whether or not a significant relationship exists between motivation and character traits, the Pearson Product Moment of Coefficient of Correlation or Pearson r' was employed.

Score Range	Quantitative Interpretation	Qualitative verbal description
4.20-5.00	Always	The importance of motivation is at very high level
3.40-4.19	Oftentimes	The importance of motivation is on a high level
2.60-3.39	Sometimes	The importance of motivation is at moderate level
1.80-2.59	Rarely	The importance of motivation is at the least level
1.00-1.79	Never	Not important at all

Score Range	Quantitative Interpretation	Qualitative Verbal description
4.20-5.00	Always	The importance of a character trait for successful enterprising venture was at a very great extent
3.40-4.19	Oftentimes	The importance of a character trait for successful enterprising venture was at a great extent
2.60-3.39	Sometimes	The importance of a character trait for successful enterprising venture was at a moderate extent
1.80-2.59	Rarely	The importance of a character trait for successful enterprising venture was at a negligible extent
1.00-1.79	Never	Not important at all

FINDINGS

Statistics in table 1 reveals that the highest mean score of 4.94 interpreted as "always" which clearly showed that the importance of profit motive should be at a very high level and should always be considered to succeed in enterprising venture. A mean core of 4.21 although likewise interpreted as "always" but appears to be the lowest among factors of entrepreneurial motivation. That is, it is important to note that one of the primary reason that people become entrepreneurs and starts their own forms are to be their own boss, pursue their own ideas and realize financial rewards, (Barringer,2013).

Results of studies however for Asian entrepreneurs showed that the first motivating factor is profit, desire to use skill and lastly, achievement motive, (Sanchez, 2005). Entrepreneurial motivation compel someone to continue striving and working it is fundamental for an entrepreneur's decision to embark on the journey to venture in business. Entrepreneurs need to understand, tap into, and sustain their own motivation for starting a business, but they also need to be able to motivate others to buy into their idea, (Chrisos, 2019). Not all entrepreneur were created with the same frame of mind, others may value profit more than the desire, achievement or pursuing owns idea but all these are contributing factors for success in business venture. Chrisos, (2019) posits that the person's drive to achieve is concerned with the desire to improve or to meet certain standards and optimism which is the ability to keep going and pursue goals in the face of setbacks. Dontigney, (2018) also explained that people go into business for different reasons. Some may want to pursue a passion of doing what they like.

Others want to control the use of their own time and effort and to bring an idea that is productive. In some cases, a person seeks to carry on a legacy. In most cases, though, people enter into businesses of one kind or another to make money or to make a profit. In general, Bhasin, (2019) cited Atkinson, Clark and Mc Clelland (1961) which explain that individual's motivation to achieve something in life or the dire need to achieve a specific goal is governed by various internal factors such as willingness, determination, punctuality, personal drive. A person's need to achieve something and the reason behind his/her overall motivation to achieve a certain goal.

Table 1
Entrepreneurial Motivation of Successful Entrepreneurial Venture
When the Respondents Were Taken Altogether

Entrepreneurial Motivation	mean	Quantitative Interpretation	Qualitative description
1. Profit motive	4.94	Always	Very high-importance
2. Desire to use skill motive	4.27	Always	Very high-importance
3. Achievement motive	4.25	Always	Very high-importance
4. Pursuing own idea motive	4.21	Always	Very high-importance
5. Be their own boss motive	4.58	Always	Very high-importance
Mean	4.45	Always	Very high-importance

With Age - Statistics in table 2 revealed the highest mean score of 4.89 obtained by the group of older entrepreneurs interpreted as "always" and thus it can be said that the importance of profit motive should be at a very high level and should always be a motive to succeed in enterprising venture. The lowest mean score of 4.22 although interpreted likewise as "always" however, it appears that such factor of entrepreneurial motivation was the lowest among older entrepreneurs.

Table 2
Entrepreneurial Motivation of Successful Entrepreneurial Venture
When the Respondents Were Grouped According to Age

Motivation	Older		Younger		Qualitative description
	mean	Quantitative Interpretation	mean	Quantitative Interpretation	
1. Profit motive	4.89	Always	4.99	Always	Very high-Importance
2. Desire to use skill motive	4.32	Always	4.22	Always	Very high-Importance
3. Achievement motive	4.22	Always	4.28	Always	Very high-Importance
4. Pursuing own idea motive	4.31	Always	4.20	Always	Very high-Importance
5. Be their own boss motive	4.60	Always	4.44	Always	Very high-Importance
Mean	4.47	Always	4.43	Always	Very high-Importance

With Sex - Statistics in table 3 revealed the highest mean score of 4.99 interpreted as "always" obtained by the grouped of male entrepreneurs and thus, it could be said that the importance of profit motive should be at a very high level and should always be a motive to succeed in enterprising venture. On the other hand, the highest mean score of 4.89 interpreted likewise as "always" obtained by the group of female entrepreneurs which could likewise be said that the importance of profit motive should be at a very high level to succeed in enterprising venture.

Table 3
Entrepreneurial Motivation of Successful Entrepreneurial Venture
When the Respondents Were Grouped According to Sex

Motivation	*Male*		*Female*		*Qualitative description*
	mean	*Quantitative Interpretation*	*mean*	*Quantitative Interpretation*	
1. Profit motive	4.99	Always	4.89	Always	Very high-Importance
2. Desire to use skill motive	4.34	Always	4.28	Always	Very high-Importance
3. Achievement motive	4.28	Always	4.22	Always	Very high-Importance
4. Pursuing own idea motive	4.25	Always	4.21	Always	Very high-Importance
5. Be their own boss motive	4.55	Always	4.46	Always	Very high-Importance
Mean	**4.48**	**Always**	**4.41**	**Always**	**Very high-Importance**

Comparatively – with age, statistics in table 4 revealed the mean score of 4.47 and 4.43 obtained by the group of older and younger entrepreneurs respectively, the p-value .832 was below the .05 level of significance and thus, it can be said that there was no significant difference in the level of motivation for successful entrepreneurial venture when the respondents were grouped and compared according to age. With sex, statistics in table 4 revealed the mean score of 4.48 and 4.41 obtained by the group of older and younger entrepreneurs respectively, the p-value .718 was below the .05 level of significance and thus, it can be said that there was no significant difference in the level of motivation for successful entrepreneurial venture when the respondents were grouped and compared according to sex.

Table 4
Comparative Statistics of Significant difference in the Level of Motivation

Variables	mean	p-value	Interpretation

Age:
    Older
    Younger
	4.47
	4.43
		.832	Not significant

Sex:
    Male
    Female
	4.48
	4.41
		.718	Not significant

Statistics in table 5 revealed the highest mean score of 4.62 interpreted as "always" on the aspect of "Execution intelligence" and thus, can be said that the extent of importance of this character trait is at a very great extent for entrepreneurs to succeed in business undertakings. That is, the ability of entrepreneur to fashion a solid idea into viable business. To effectively execute business idea means developing a business model, managing finances, motivating employees, translate thoughts, creativity and imagination into action and measurable results, (Barringer, 2013). In addition, passion in an important trait which include the ability to learn and iterate, the willingness to work hard for extended period, overcome "no's, listen to feedback, and perseverance when the going gets tough. Passion is the source of

listen to feedback, and perseverance when the going gets tough. Passion is the source of incredible energy that feeds on one of our most powerful emotions and compels entrepreneurs forward with excitement and enthusiasm. Barringer, (2013) also explained that the product/customer focus which involves the diligence to spot product opportunities, the capability to satisfy customers and to see them through to completion. Third is the Tenacity despite failure which means that the litmus test for an entrepreneur is their ability persevere through setbacks and failure. Moreover, Rampton, (2014) explained that those uninitiated entrepreneurs were not only in it for the money. While there have been some icons who have made more money than many people dreamed of, the reality is that most entrepreneurs give their effort for their business with large amount of time and putting themselves through this because they are driven to either solve a problem or make easier. That is, passion is one contributory factor for successful business venture.

Table 5
Character Traits for Successful Entrepreneurial Venture
When the respondents were taken altogether

Character Traits	mean	Quantitative Interpretation	Qualitative description
Passion for the Business	4.32	Always	Very great extent-importance
Product/Customer Focus	4.41	Always	Very great extent-importance
Tenacity Despite Failure	4.61	Always	Very great extent-importance
Execution Intelligence	4.62	Always	Very great extent-importance
mean	4.49	Always	Very great extent-importance

With older entrepreneurs - statistics in table 6 revealed the highest mean score of 4.61interpreted as "always" obtained by the group of older entrepreneurs and thus, it can be said that the importance of execution intelligence as character trait for successful enterprising venture should be at a very great extent and always practiced by the entrepreneur. On the other hand, a mean score of 4.58 interpreted as "always" obtained by the group of younger entrepreneurs on the aspect of "tenacity despite failure" showed to be the highest among younger entrepreneurs and thus, it can be said that the importance of tenacity should at a very great extent which likewise could be said that it should always be practiced for one to succeed in business undertakings.

Table 6
Character Traits for Successful Entrepreneurial Venture

Character Traits	Older		Younger	
	mean	Interpretation	mean	Interpretation
Passion for the Business	4.31	Always	4.29	Always
Product/Customer Focus	4.55	Always	4.44	Always
Tenacity Despite Failure	4.58	Always	4.58	Always
Execution Intelligence	4.61	Always	4.55	Always
Mean	4.51	Always	4.47	Always

With sex - statistics in table 7 revealed the highest mean score of 4.57 interpreted as "always" obtained by the group of male entrepreneurs and thus, it can be said that it was important for them that such factor of execution intelligence should be always at a great extent for which entrepreneurial success can be obtained. On the other hand, the mean score of 4.58 interpreted as "always" obtained by the group of female entrepreneurs on the issue of "tenacity despite failure" which also be said that importance of such entrepreneurial character trait should be at a very great extent and always be practiced to attain enterprising goals.

Table 7
Character Traits for Successful Entrepreneurial Venture
When the Respondents Were Grouped According to Sex

Character Traits	Male		Female	
	mean	*Interpretation*	*mean*	*Interpretation*
Passion for the Business	4.44	Always	4.28	Always
Product/Customer Focus	4.55	Always	4.42	Always
Tenacity Despite Failure	4.52	Always	4.58	Always
Execution Intelligence	4.57	Always	4.55	Always
mean	**4.52**	**Always**	**4.46**	**Always**

Comparatively, with age - statistics in table 8 revealed the mean scores of 4.51 and 4.47 obtained by the group older and younger entrepreneurs respectively. The computed p-value was .634 which was above the .05 level of significance and thus, it can be said that there was no significant difference in the extent of importance of character traits for successful entrepreneurial venture when the respondents were grouped and compared according to age. With sex - statistics in table 8 revealed the mean scores of 4.52 and 4.46 obtained by the group older and younger entrepreneurs respectively. The computed p-value was .432 which was above the .05 level of significance and thus, it can be said that there was no significant difference in the extent of importance of character traits for successful entrepreneurial venture when the respondents were grouped and compared according to sex.

Table 8
Comparative Statistics of Significant Difference in the
Extent of Importance of Entrepreneurial Character Traits.

Variables	mean	p-value	Interpretation

Age:
    Older
    Younger
	4.51
	4.47
		.634	Not significant

Sex:
    Male
    Female
	4.52
	4.46
		.432	Not significant

Correlating motivation and character traits - statistics in table 9 revealed the mean score of 4.45 and 4.49 on the areas of entrepreneurial motivation and character traits respectively, the computed r' value was .91 which was below the critical tabular value of .195 and thus, it can be said that there was significant relationship between entrepreneurial motivation and character traits of entrepreneurs. It could likewise be said that their entrepreneurial motivation made an influence to their entrepreneurial character traits.

Table 9
Relational Statistics of Significant Relationship Exists Between Motivation
And Character Traits and motivation and competencies

Variables	mean	*r*	*cv*	Interpretation
Motivation Character Traits	4.45 4.49	.91	.195	Significant

CONCLUSION

Based from the results, the conclusions were derived at are as follows:

1. That profit motive was dominant among micro entrepreneurs and the importance of this motive for money should be at a very high level and should always be considered to succeed in business undertakings while the lowest was pursuing own ideas. Although garnered a mean score that were interpreted to be important motivation for successful business venture.

2. The levels of entrepreneurial motivation of older and younger entrepreneurs were identical considering that there was no significant difference that existed in their entrepreneurial motivation. The levels of entrepreneurial motivation of male and female entrepreneurs were likewise considering that there was no significant difference that existed in their entrepreneurial motivation.

3. The extents of entrepreneurial character traits of older and younger entrepreneurs were identical considering that there was no significant difference that existed in their entrepreneurial character traits. The levels of entrepreneurial character traits of male and female entrepreneurs were likewise considering that there was no significant difference that existed in their entrepreneurial character traits.

4. The entrepreneurial motivation of micro enterprise owners had made an influence in their entrepreneurial character traits considering that there was a significant relationship that existed between motivation and character traits.

RECOMMENDATIONS

The following recommendations are stated in advance:

1. Entrepreneurs always contend that business is not fun without gaining profit, however, it should likewise be considered that such gain of profit in business undertakings technically comes from an "idea" hence, it is recommended that local government authorities in cooperation non-government agencies should provide appropriate trainings to micro entrepreneurs on how to fashion solid or concrete business ideas.

2. It is likewise recommended that the local government should provide appropriate training to enhance the entrepreneurial competencies of micro enterprise owners particularly on business planning and communication skills.

3. A further study is recommended particularly the support and assistance of government and non-government institution to micro enterprising venture.

4. It is recommended that findings of the study be included in the course syllabus of business/ entrepreneurship related subjects.

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DECISION-MAKING STYLE OF CAMPUS ADMINISTRATORS OF WESTERN PHILIPPINES UNIVERSITY

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ABSTRACT

The study was conducted to assess the capability of campus administrators of the Western Philippines University in terms of decision making. The parallel researcher-made survey questionnaires were used. The data were analyzed through descriptive. It was conducted to administrators, members of the faculty and staff, SSC officers, parents, barangay officials/ Local Government Units from the different campuses of Western Philippines University such as Quezon Campus, Busuanga Campus, El Nido Campus, Culion Campus, Canique Extension School, and Rio Tuba Extension School. The respondents further agreed to the decision making, collective – participative and consensus decision making, while they moderately agreed with the campus administrators as to autocratic decision making. Finally, the groups of the respondents had a similar assessment on the management of WPU External Campuses, management competence, decision-making style of the campus administrator, and perceived outcomes of management.

Keyword: administrator, decision making, external campuses, leadership, management,

INTRODUCTION

The Western Philippines University is serving primarily the province of Palawan. The main campus is located at San Juan, Aborlan, Palawan and another major campus is located at Puerto Princesa City. Different campuses and training centers are established in the strategic places in the province in partnership with the Local Government Units (LGUs).

The management capability of the campus administrators was assessed according to decision-making. This is essential in understanding and demonstrating values in educational institutions. Philosophical, social and moral principles and values accentuate ethical decision-making and shape the foundation for understanding the relationship between an individual's values and decisions made in educational institutions. Administering what an individual knows is right is not always straightforward, and determining what is right is often difficult.

Previous research on governance (Levin, 2011) indicates that although there is a limited legal language requiring the practice of shared governance in unionized community colleges, there are formalized processes for faculty to participate in institutional decision-making. The findings suggest that faculty are expected to take a participatory role in decision-making in many defined areas within their institutions.

An exact collection of ethical principles and moral concepts in decision-making does not exist. An understanding of ideas, values, or concepts should guide one's decision-making and demonstrate what an individual believes to be the best for students and other stakeholders in an educational institution. Individuals should prepare to utilize logical and applicable methods in decision-making, predominantly in situations where an obvious right-and-wrong answer does not exist. Decision making is a vital component of institutional success. Decisions that are based on a foundation of knowledge and sound reasoning can lead the External Campus into long-term prosperity. The concept of decision making has a long history; choosing among alternatives has always been a part of life. But sustained research attention to school administrator's decision-

long history; choosing among alternatives has always been a part of life. But sustained research attention to school administrator's decision-making has developed only in recent years. Contemporary advances in the field include progress in such elements of decision-making as the problem context; the processes of problem finding, problem-solving, legitimating and procedural, and technical aids.

The faculty and staff that composed the External Campuses decide matters under the administrative code of the university at all times. It is assumed that the management competence of the people in the External Campuses serves as the building blocks of the organization. This study assessed the capability of the campus administrator in terms of decision making.

STATEMENT OF THE PROBLEM

This study aimed to determine the management of the WPU External Campuses as perceived by the respondents.
Specifically, it sought to answer the following aspects of the main problem:
1. What is the management capability of the campus administrators of the WPU External Campuses as perceived by the respondents according to the following indicators:
2.1 decision-making style as to:
2.1.1 democratic decision making;
2.1.2 autocratic decision making;
2.1.3 collective-participative decision making; and
2.1.4 consensus decision making?

METHODOLOGY

Locale of the Study
This study was conducted at the Western Philippines University External Campuses namely Quezon Campus, Busuanga Campus, El Nido Campus, Culion Campus, Canique Extension School, and Rio Tuba Extension School.

Research Design
The descriptive method was employed to describe the management capability of the administrators according to the decision-making style.

Respondents of the Study
The respondents of the study were the administrators, faculty and staff, SSC officers, parents from WPU External Campuses namely Quezon Campus, Busuanga Campus, El Nido Campus, Culion Campus, Canique Extension School and Rio Tuba Extension School, and the officials of the Barangays/Local Government Units where WPU External Campuses were located (Table 1).

Table 1. Respondents of the study.

Campus	Administrator	Faculty and Staff	SSC Officers	Parents	Bgy/ LGU Officials	Total
WPU-Quezon	1	18	25	25	12	81
WPU-Busuanga	1	8	24	24	12	69
WPU-Culion	1	11	6	6	11	35
WPU-El Nido	1	17	21	21	11	71
WPU-Rio Tuba	1	9	20	20	21	71
WPU-Caniquie	1	2	11	11	20	45
Total:	**6**	**65**	**107**	**107**	**87**	**372**

Sampling Procedure

Total enumeration was employed for this study. All campus administrators, faculty and staff, SSC officers and their parents, Barangay/Local Government Unit officials are included.

Instrumentation

The researcher-made survey questionnaires were used in data gathering. Also, the instrument used by the Accrediting Agency for Chartered Colleges and Universities of the Philippines (AACCUP) for institutional accreditation was adapted. However, some of the contents are deleted and revised to fit the respondents. The survey questionnaire was validated by having it pre-tested to selected faculty and staff of WPU Aborlan. This was done to ensure that items are easily understood, free from errors, and to ascertain the length of time needed in answering the questionnaire.

Data Collection Procedure

After the approval of the Advisory Committee, the researchers secured permission from the University President and from the Municipal Mayors to gather data from the respondents.

The survey questionnaire was sent to and retrieved from the respondents with the assistance of the campus administrators and some of the faculty.

Treatment of Data

This study used different statistical tools to analyze and interpret the data. Thus they were analyzed through descriptive measures such as frequency counts, percentages and means.

Moreover, the following rating scales and descriptions were used in analyzing the data for the management of WPU External Campuses and the decision-making style of the campus administrators.

Numerical Weight	Interval Estimate	Description
5	4.50 – 5.00	Strongly Agree
4	3.50 – 4.49	Agree
3	2.50 – 3.49	Moderately Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

FINDINGS

Management Capability of the WPU-External Campus Administrators

Tables 3a-5e present the management capability of the campus administrators of Western Philippines University External Campuses as perceived by the respondents in terms of decision-making style as to democratic, autocratic, collective-participative, and consensus whether they "*Strongly Agree*" (4.50 -5.00); "*Agree*" (3.50-4.49); "*Moderately Disagree*" (2.50-3.49); "*Disagree*" (1.50-2.49); and "*Strongly Disagree*" (1.00-1.49).

A. Decision-Making Style

Table 1a presents the management capability of the WPU External Campus administrators according to decision-making style in terms of democratic decision-making as perceived by the respondents.

Result reveals that the respondents gave a mean rating of 4.01 with a descriptive rating of *agree* to the campus administrators in terms of democratic decision-making. It shows that they like to consult with others (4.19); enjoy making decisions (4.16); remain calm when they have to make decisions very quickly (4.12); taking advice over decisions (4.08); work out all the pros and cons before making a decision (4.07); plan well ahead of times (4.05); decision-making is a logical deliberate process (3.97); often are practicalities more important than principles (3.96); find it easily to think clearly when they have something to decide in a hurry (3.88); and never favor first one option than another (3.78).

The campus administrators gave the highest mean rating of 4.37 described as *agree.* Similarly, faculty and staff (4.14), parents (4.12), and SSC officers (3.95) are also consistent in saying that campus administrators used democratic decision-making style. In other words, the campus administrators consider other opinions before making any decision making.

Table 1a. Management capability of the WPU External Campus administrators according to decision making style in terms of democratic decision making as perceived by the respondents.

Aspect	Administrator f(n=6)		Faculty/Staff f(n=65)		Bgy./LGU Officials f(n=87)		SSC Officers f(n=107)		Parents f(n=107)		Total f(n=372)	
	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR
Enjoy making decisions.	4.50	SA	4.18	A	3.65	A	4.04	A	4.43	A	4.16	A
Like to consult with others.	4.83	SA	4.32	A	3.46	MA	3.93	A	3.37	A	4.19	A
Remain calm when he/she has to make decisions very quickly.	4.67	SA	4.23	A	3.49	MA	3.96	A	3.23	A	4.12	A
Plan well ahead of times.	4.33	A	4.23	A	3.45	MA	3.90	A	3.36	A	4.05	A
Never favoring first one option than another.	3.50	A	4.06	A	3.44	MA	3.98	A	3.94	A	3.78	A
Find it easily to think clearly when he/she has something to decide in a hurry.	4.00	A	4.09	A	3.44	MA	3.92	A	3.97	A	3.88	A
Taking advice over decisions.	4.33	A	4.22	A	3.50	A	4.00	A	4.33	A	4.08	A
Work out all the pros and cons before making a decision.	4.67	SA	4.14	A	3.45	MA	4.02	A	4.06	A	4.07	A
Often are practicalities more important than principles.	4.33	A	3.97	A	3.41	MA	3.97	A	4.13	A	3.96	A
Decision making is a logical deliberate process.	4.50	SA	4.00	A	3.43	MA	3.83	A	4.12	A	3.97	A
Grand Mean: 4.01	**4.37**	**A**	**4.14**	**A**	**3.47**	**MA**	**3.95**	**A**	**4.12**	**A**	**4.01**	**A**

Legend:

4.50 – 5.00 - *Strongly Agree*
3.50 – 4.49 - *Agree*
2.50 – 3.49 - *Moderately Agree*
1.50 – 2.49 - *Disagree*
1.00 – 1.49 - *Strongly Disagree*

As to Autocratic Decision-Making

Table 2b presents the management capability of the WPU External Campus administrators according to decision-making style in terms of autocratic decision-making as perceived by the respondents.

The grand mean of 3.22 shows that respondents moderately agreed with the campus administrators as to autocratic decision-making. However, they agreed that the campus administrators understand that faculty/staff members seek mainly their security (3.80); and retain the final decision-making (3.77). This implies that administrators show concern on their faculty and allow democratic decision-making to prevail.

Further, respondents moderately agreed that campus administrators tell someone what has to be done and how to do it (3.34); tell someone who makes a mistake not to ever do that again (3.29); closely monitor faculty/staff teachers (3.26); tell faculty/staff that something goes wrong and that the procedure is not working properly (3.23); like the power that their leadership position holds over subordinates (2.98); do not allow newly hired faculty and staff to make any decision (2.75); do not consider suggestions made by teacher/staff (2.62); and direct or threaten teacher/staff member with punishment (2.50).

Table 2b. Management capability of the WPU External Campus administrators according to decision making style in terms of autocratic decision making as perceived by the respondents.

Aspect	Administrator f(n=6)		Faculty/Staff f(n=65)		Bgy./LGU Officials f(n=87)		SSC Officers f(n=107)		Parents f(n=107)		Total f(n=372)	
	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR
Retain the final decision making.	4.67	SA	3.80	A	3.28	MA	3.09	A	3.99	A	3.77	A
Do not consider suggestions made by teacher/staff.	2.33	D	2.58	MA	2.38	D	2.52	MA	3.30	MA	2.62	MA
Tell someone what has to be done and how to do it.	4.00	A	3.62	A	2.26	D	2.83	MA	4.02	A	3.34	MA
Tell someone who makes a mistake not to ever do that again.	4.17	A	3.38	A	2.26	D	2.84	MA	3.79	A	3.29	MA
Do not allow newly hired faculty and staff to make any decision.	2.67	MA	2.85	MA	2.10	D	2.40	D	3.75	A	2.75	MA
Tell faculty/staff that something goes wrong and that the procedure is not working properly.	3.67	A	3.58	A	2.14	D	3.82	A	3.93	A	3.23	MA
Closely monitor faculty/staff teachers.	3.83	A	3.57	A	2.31	D	3.65	A	3.92	A	3.26	MA
Like the power that his/her leadership position holds over subordinates.	3.00	MA	2.86	MA	2.50	MA	2.82	MA	3.71	A	2.98	MA
Direct or threaten teacher/staff member with punishment.	1.83	D	2.34	MA	2.39	D	2.51	MA	3.41	MA	2.50	MA
Understand that faculty/staff members seek mainly their security.	4.00	A	3.78	A	3.04	MA	3.66	A	4.17	A	3.80	A
Grand Mean: 3.22	**3.45**	**MA**	**3.24**	**MA**	**2.47**	**D**	**2.81**	**MA**	**4.12**	**A**	**3.22**	**MA**

Legend:

4.50 – 5.00	-	*Strongly Agree*
3.50 – 4.49	-	*Agree*
2.50 – 3.49	-	*Moderately Agree*
1.50 – 2.49	-	*Disagree*
1.00 – 1.49	-	*Strongly Disagree*

As to Collective-Participative Decision-Making

Table 3c presents the management capability of the WPU External Campus administrators according to decision-making style in terms of collective-participative decision making as perceived by the respondents.

It reveals that respondents agreed (4.00) with the campus administrators in terms of collective-participative decision-making.

Accordingly, they agreed with the campus administrators on the following aspects: call a meeting to get teachers' advice (4.14); ask for faculty ideas and input on upcoming plans and project (4.13); allow teachers to set priorities with guidance (4.12); want to create an environment where the teachers take ownership (4.09); encourage teachers/staff members on how to use creativity and ingenuity (4.03); work and resolve differences of teachers (4.01); like to use their leadership power (3.99); ask teachers for their vision of where they see their jobs going (3.94); try to include one or more faculty in determining what to do and how to do it (3.87); and exercise self-direction (3.80).

Moreover, the campus administrators themselves strongly agreed as they gave the highest rating with regards to collective-participative decision-making style with 4.60 followed by the parents (4.12); faculty and staff (4.10); SSC officers (3.87), while the Barangay/Local Government Unit officials rated 3.32 described as moderately agree.

Table 3c. Management capability of the WPU External Campus administrators according to decision making style in terms of collective-participative decision making as perceived by the respondents.

Aspect	Administrator f(n=6)		Faculty/Staff f(n=65)		Bgy./LGU Officials f(n=87)		SSC Officers f(n=107)		Parents f(n=107)		Total f(n=372)	
	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR
Tries to include one or more faculty in determining what to do and how to do it.	4.50	SA	3.83	A	3.16	MA	3.68	A	4.20	A	3.87	A
Asks for faculty ideas and input on upcoming plans and project.	5.00	SA	4.09	A	3.41	MA	3.82	A	4.34	A	4.13	A
Calls a meeting to get teachers' advice.	4.83	SA	4.31	A	3.34	MA	3.81	A	4.42	A	4.14	A
Wants to create an environment where the teachers take ownership.	4.83	SA	4.15	A	3.38	MA	3.93	A	4.16	A	4.09	A
Asks teachers for their vision of where they see their jobs going.	4.17	A	4.02	A	3.36	MA	3.95	A	4.21	A	3.94	A
Allows teachers to set priorities with guidance.	4.83	SA	4.28	A	3.39	MA	3.99	A	4.11	A	4.12	A
Works and resolves differences of teachers.	4.67	SA	3.98	A	3.38	MA	3.92	A	4.08	A	4.01	A
Likes to use his/her leadership power.	4.50	SA	4.14	A	3.34	MA	3.89	A	4.09	A	3.99	A
Exercises self-direction.	4.00	A	4.03	A	3.23	MA	3.83	A	3.93	A	3.80	A
Encourages teachers'/staff members on how to use creativity and ingenuity.	4.67	SA	4.15	A	3.25	MA	3.85	A	4.21	A	4.03	A
Grand Mean: 4.00	**4.60**	**SA**	**4.10**	**A**	**3.32**	**MA**	**3.87**	**A**	**4.12**	**A**	**4.00**	**A**

Legend:

4.50 – 5.00 - *Strongly Agree*
3.50 – 4.49 - *Agree*
2.50 – 3.49 - *Moderately Agree*
1.50 – 2.49 - *Disagree*
1.00 – 1.49 - *Strongly Disagree*

As to Consensus Decision-Making

Table 4d presents the management capability of the WPU External Campus administrators according to decision-making style in terms of consensus decision-making as perceived by the respondents. It reveals that respondents agreed (3.87) with the campus administrators as capable of using consensus decision making.

This was shown as respondents agreed with the campus administrators on the following aspects: must have the approval for a major decision to pass in the school (4.08); ensure that each teacher/staff member is responsible for defining his/her job (4.05); allow teacher/staff to determine what needs to be done and how to do them (4.04); like to share their leadership power with their subordinates (4.01); encourage teacher/staff members to lead themselves (4.00); vote whenever a major decision has to be made (3.97); ensure that teacher/staff members have the right to determine their organizational objectives (3.96); allow teacher to act upon the information (3.93); and delegate task in order to implement a new procedure or process (3.88).

Meanwhile, the respondents moderately agreed with the campus administrators as they know little about their job so they allow them to carry out the decisions to do their job (3.35);

Table 4d. Management capability of the WPU External Campus administrators according to decision making style in terms of consensus decision making as perceived by the respondents.

Aspect	Administrator f(n=6)		Faculty/Staff f(n=65)		Bgy./LGU Officials f(n=87)		SSC Officers f(n=107)		Parents f(n=107)		Total f(n=372)	
	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR
Votes whenever a major decision has to be made.	4.67	SA	3.93	A	3.40	MA	3.87	A	4.01	A	3.97	A
Must have the approval for a major decision to pass in the school.	4.83	SA	4.12	A	3.38	MA	3.93	A	4.14	A	4.08	A
Sends out-going information via email, memos, or voice mail; very rarely a meeting is called.	2.50	MA	3.74	A	3.88	A	3.71	A	3.80	A	3.32	MA
Allows teacher to act upon the information.	4.50	SA	4.09	A	3.33	MA	3.86	A	3.90	A	3.93	A
Allows teacher/staff to determine what needs to be done and how to do them.	4.67	SA	4.20	A	3.39	MA	4.87	A	4.09	A	4.04	A
Knows little about his/her job so he/she allow them to carry out the decisions to do their job.	3.33	MA	3.49	A	2.84	MA	3.32	MA	3.75	A	3.35	MA
Delegates task in order to implement a new procedure or process.	4.50	SA	4.02	A	3.18	MA	3.71	A	3.98	A	3.88	A
Ensures that each teacher/staff member is responsible for defining his/her job.	4.50	SA	4.15	A	3.40	MA	3.92	A	4.29	A	4.05	A
Likes to share his/her leadership power with his/her subordinates.	4.68	SA	4.09	A	3.30	MA	3.83	A	4.16	A	4.01	A

Table 4d. (continued) . . .

Aspect	Administrator f(n=6)		Faculty/Staff f(n=65)		Bgy./LGU Officials f(n=87)		SSC Officers f(n=107)		Parents f(n=107)		Total f(n=372)	
	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR
Encourages teacher/staff members to lead themselves.	4.17	A	4.29	A	3.41	MA	3.92	A	4.21	A	4.00	A
Ensures that teacher/staff members have the right to determine their own organizational objectives.	4.17	A	4.08	A	3.44	MA	3.96	A	4.15	A	3.96	A
Grand Mean: 3.87	4.23	A	4.02	A	3.27	MA	3.81	A	4.04	A	3.87	A

Legend:

4.50 – 5.00	-	*Strongly Agree*
3.50 – 4.49	-	*Agree*
2.50 – 3.49	-	*Moderately Agree*
1.50 – 2.49	-	*Disagree*
1.00 – 1.49	-	*Strongly Disagree*

In summary, the respondents agreed (3.78) to the management capability of the campus administrators of the WPU External Campuses in terms of Decision-Making Style (Table 3e).

It can be observed that respondents agreed (4.01) with the campus administrators as they practice and apply democratic decision-making along with collective-participative (4.00) and consensus decision-making (3.87). However, the respondents moderately agreed (3.22) that campus administrators apply autocratic decision-making to save time and get quick results especially in times of crisis or emergency.

Table 5e. Summary of the management capability of WPU External Campus administrators in terms of decision making style as perceived by the respondents.

Decision Making Style	Mean	Descriptive Rating
Democratic Decision Making	4.01	Agree
Autocratic Decision Making	3.22	Moderately Agree
Collective-Participative	4.00	Agree
Consensus Decision Making	3.87	Agree
Grand Mean:	**3.78**	**Agree**

Legend:
4.50 – 5.00 - *Strongly Agree*
3.50 – 4.49 - *Agree*
2.50 – 3.49 - *Moderately Agree*
1.50 – 2.49 - *Disagree*
1.00 – 1.49 - *Strongly Disagree*

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

This study aimed to determine the significant difference in the assessment of the respondents on the management of WPU External Campuses, management capability and decision-making style of the administrators and the perceived outcomes of management of WPU External Campuses.

This study was conducted to six administrators, 65 faculty and staff, 107 SSC officers, 107 parents, and 87 Barangay/Local Government Unit officials from Western Philippines University External Campuses namely Quezon Campus, Busuanga Campus, El Nido Campus, Culion Campus, Canique Extension School, and Rio Tuba Extension School.

The respondents further agreed to the management capability of the campus administrators as to decision-making style in terms of democratic decision-making (4.01), collective-participative (4.00), and consensus decision-making (3.87) while they moderately agreed (3.22) to autocratic decision-making.

Furthermore, it was proven that the management of WPU External Campuses influenced the management competence and decision-making style of the campus administrators. Likewise, the management competence and the decision-making style of the campus administrators have a significant relationship to the sustainability of the External Campuses as to instruction and extension activities. However, it has a low or weak correlation to research activities.

Finally, the groups of respondents had similar assessments on the management of WPU External Campus, management competence and decision-making style of the campus administrators.

CONCLUSIONS

Based on the significant findings of the study, the following conclusions were drawn:

1. The WPU External Campuses were managed effectively in terms of planning, communication, financial, policy and decision-making, and problem-solving.

2. Campus Administrators used different management styles based on the needs and functions of the school.

3. The management competence and the decision-making style of the Campus Administrators made impact in the management and the sustainability of the External Campuses.

RECOMMENDATIONS

After a thorough examination of the findings and conclusions of the study, the researcher recommended the following:

For the WPU Administration
1. Continuously support the WPU External Campuses towards their improvement, development, and sustainability.
2. Establish strong linkages to different GOs' and NGOs' and the LGU for the management and governance of the External Campuses.

For the Campus Administrator
1. Develop and lead successful governance, management, and outcomes for the educational improvement partnership among schools, teachers, and stakeholders.
2. Maintain a collaborative effort with faculty/staff and provide opportunities for shared leadership to support the shared common vision of the university.
3. For the development of the school, the community, and the graduates.

For the Faculty
1. Cooperate with your respective Campus Administrators in the management of the school.

For Future Research/Researcher
1. A similar research study is conducted on the other External Campuses of other colleges and universities in the country.

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MANAGEMENT COMPETENCE OF EXTERNAL CAMPUS ADMINISTRATORS OF WESTERN PHILIPPINES UNIVERSITY

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ABSTRACT

The study was conducted to determine the management of the WPU External Campuses. Specifically, it assessed the management capability of the campus administrators. It was conducted to 6 administrators, 65 members of the faculty and staff, 107 SSC officers, 107 parents from Western Philippines University Campuses namely Quezon Campus, Busuanga Campus, El Nido Campus, Culion Campus, Canique Extension School, and Rio- Tuba Extension School, and 87 officials of the barangay/ Local Government Units from where the external campuses are located. The parallel-researcher made survey questionnaires were used. The data were analyzed through descriptive- correlational statistics. The management competence of campus administrators in terms of communicating, consensus building, effectiveness, enabling, fiscal management, leadership, policy making, and problem-solving is presented accordingly. Results revealed that the respondents rated the management competence of the campus administrators in terms of communicating (4.25); leadership (4.13); enabling (4.12); policy making (4.11); responsiveness (4.09); effectiveness (4.05); problem-solving (4.02); and consensus building (4.00). The grand mean of 4.08 implies that campus administrators are competent enough in leading and managing their respective campuses. They are also qualified to rule and administer academic mandates that are vested upon them by the higher authority of the university. Finally, the study also presents the significant differences among the assessments of the respondents on the management of WPU External Campuses, management capability of the administrators.

INTRODUCTION

The Western Philippines University is serving primarily the province of Palawan. The main Campus is located at San Juan, Aborlan, Palawan and another major campus is located at Puerto Princesa City. Different campuses and training centers are established in the strategic places in the province, operating in partnership with the Local Government Units (LGUs).
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Governance of higher education institutions (HEI) in the Philippines varies according to the governing board itself. One of the distinctive features of HEI governance in the country is the great diversity of forms that has emerged in contrast with other countries, which tends to have great uniformity. Each governance pattern reflects the unique history of the sector and the needs of those specific institutional types. There are several reasons for this diversity within the governance system, which include the absence of a centralized authority for education, strong public and private interests, a lay citizen governing board, and responsibilities that vary for trustees, presidents, and departments among institutions. The distinctive feature of governing boards has allowed for a decentralized system of governance where power and autonomy are distributed.

Meanwhile, the support of the stakeholders plays an important contribution in the operation of the External Campuses. This study culminated the influence of the stakeholders in the management of the External Campuses.

the External Campuses.

This study assessed the management of Western Philippines University External Campuses by the administrators, faculty and staff, LGU and Barangay officials, students, and parents in terms of management competence of campus administrators in terms of communicating, consensus building, effectiveness, enabling, facilitating, fiscal management, leadership, policy making, problem-solving, and responsiveness.

STATEMENT OF THE PROBLEM

This study aimed to determine the management of the WPU External Campuses as perceived by the respondents.

Specifically, it sought to answer the following aspects of the main problem:

1. What is the management capability of the campus administrators of the WPU External Cam
   puses as perceived by the respondents according to the following indicators:
   management competence as to:
   1.1.1 Communicating;
   1.1.2 effectiveness;
   1.1.3 enabling;
   1.1.4 fiscal management;
   1.1.5 leadership;
   1.1.6 policy making; and
   1.1.7 problem-solving?

Significance of the Study

The results of the assessment on the management capability of the administrators can be used to formulate training programs and management capability of the campus administrators.

METHODOLOGY

Locale of the Study
This study was conducted at the Western Philippines University External Campuses namely Quezon Campus, Busuanga Campus, El Nido Campus, Culion Campus, Canique Extension School, and Rio Tuba Extension School. The respondents of the study were the administrators, faculty and staff, SSC officers and parents. Total enumeration and descriptive method was employed to describe the management capability of the administrators according to decision-making style and management competence.

Instrumentation
The researcher-made survey questionnaires were used in data gathering. Also, the instrument used by the Accrediting Agency for Chartered Colleges and Universities of the Philippines (AACCUP) for institutional accreditation was adapted.

Data Collection Procedure
After the approval of the Advisory Committee, the researchers secured permission from the University President and from the Municipal Mayors to gather data from the respondents.
The survey questionnaire was sent to and retrieved from the respondents with the assistance of the campus administrators and some of the faculty.

Treatment of Data
This study used different statistical tools to analyze and interpret the data. Thus they were analyzed through descriptive measures such as frequency counts, percentages and means.

Moreover, the following rating scales and descriptions were used in analyzing the data for the management of WPU External Campuses and the decision-making style of the campus administrators.

Numerical Weight	Interval Estimate	Description
5	4.50 – 5.00	Strongly Agree
4	3.50 – 4.49	Agree
3	2.50 – 3.49	Moderately Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

RESULTS AND DISCUSSIONS

As to Communicating

Table 1a presents the management competence of the WPU External Campus administrators according to communicating as perceived by the respondents.

It reveals that respondents gave a favorable rating described as competent to the campus administrators that they show polite, kind, and thoughtful behavior toward the public/clientele in speech and actuations (4.34); use clear and appropriate language in writing or in oral argument (4.27); clearly express ideas and readily share appropriate work-related information (4.26); effective communicators that inspire and motivate constituents (4.22); and verbally convey information in a clear and accurate manner in a variety of situations (4.17).

In general, the campus administrators are competent (4.16) enough in communicating, which implies that they are satisfactorily involved in giving and receiving information, ideas, and feelings with accuracy and understanding. The findings were supported by Belonwu (2013) who said that "It's not what you say, but how you say it." Communication is what separates a poor leader from an exceptional one. Having effective communication skills is the key to good leadership.

Table 1a. Management competence of the WPU External Campus administrators according to communicating as perceived by the respondents.

Aspect	Administrator f(n=6) MR	DR	Faculty/Staff f(n=65) MR	DR	Bgy./LGU Officials f(n=87) MR	DR	SSC Officers f(n=107) MR	DR	Parents f(n=107) MR	DR	Total f(n=372) MR	DR
Clearly express ideas and readily share appropriate work-related information.	4.83	HC	4.32	C	3.63	C	4.14	C	4.39	C	4.26	C
Verbally convey information in a clear and accurate manner in a variety of situations.	4.67	HC	4.26	C	3.48	M C	4.03	C	4.39	C	4.17	C
Use clear and appropriate language in writing or in oral argument.	4.83	HC	4.42	C	3.56	C	4.08	C	4.46	C	4.27	C
Show polite, kind and thoughtful behavior toward the public/clientele in speech and actuations.	5.00	HC	4.52	HC	3.63	C	4.08	C	4.45	C	4.34	C
Effective communicator that inspires and motivates constituents.	4.83	HC	4.43	C	3.48	M C	3.93	C	4.41	C	4.22	C
Grand Mean: 4.25	4.83	HC	4.39	C	3.55	C	4.05	C	4.42	C	4.25	C

Legend:
4.50 – 5.00	-	Highly Competent
3.50 – 4.49	-	Competent
2.50 – 3.49	-	Moderately Competent
1.50 – 2.49	-	Barely Competent
1.00 – 1.49	-	Incompetent

As to Effectiveness

The data disclose that respondents affirmed their assessment as competent with regards to the effectiveness of the campus administrators (4.05). Specifically, they assessed their campus administrators as competent enough on the following: have good records of financial transactions (4.11); have ability to determine priorities and maximize efficiency (4.50); prioritize needs for funds allocation (4.50); reflect the accuracy, volume, and timely manner in which work is performed (4.05); and have stability of performance under pressure or opposition (4.02).

All of the respondents are consistent in giving a competent assessment as to effectiveness comprising the administrators who assessed themselves as competent (4.47). Further, the parents assessed their campus administrator as competent (4.27) together with faculty/staff (4.05), SSC officers (3.96), and Barangay/Local Government Unit officials (3.51).

The overall mean of 4.05 described as competent implies that campus administrators show financial transparency by taking priorities and maximize efficiency on the needs for funds allocation. This also implies that Barangay/LGU officials have played their role in providing financial assistance for an effective management. This conforms to the findings of Jung et al. (2003) showing the clear relationship of local leadership with the financial performance and organizational climate.

Table 2b. Management competence of the WPU External Campus administrators according to effectiveness as perceived by the respondents.

Aspect	Administrator f(n=6)		Faculty/Staff f(n=65)		Bgy./LGU Officials f(n=87)		SSC Officers f(n=107)		Parents f(n=107)		Total f(n=372)	
	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR
Reflect the accuracy, volume, and timely manner in which work is performed.	4.50	HC	4.02	C	3.41	MC	3.91	C	4.30	C	4.03	C
Have ability to determine priorities and maximize efficiency.	4.50	HC	4.06	C	3.48	MC	4.00	C	4.21	C	4.05	C
Have stability of performance under pressure or opposition.	4.50	HC	3.95	C	3.50	C	3.93	C	4.23	C	4.02	C
Have good records of financial transactions.	4.50	HC	4.08	C	3.56	C	4.03	C	4.39	C	4.11	C
Prioritize needs for funds allocation.	4.33	C	4.15	C	3.60	C	3.95	C	4.23	C	4.05	C
Grand Mean: 4.05	4.47	C	4.05	C	3.51	C	3.96	C	4.27	C	4.05	C

Legend:

4.50 – 5.00 - *Highly Competent*
3.50 – 4.49 - *Competent*
2.50 – 3.49 - *Moderately Competent*
1.50 – 2.49 - *Barely Competent*
1.00 – 1.49 - *Incompetent*

As to Enabling

Table 3c presents the management competence of the WPU External Campus administrators according to enabling as perceived by the respondents.

It reveals that the campus administrators are competent (4.12) as to enabling. Specifically, they are competent to the following aspects: listen to teachers and encourage them to express their opinions (4.23); have the ability to motivate and inspire other teachers (4.16); can work better with others (4.07); tackle problems immediately (4.07); and have the skills and resources necessary to perform their tasks effectively (4.06).

It reveals further that the campus administrators assessed themselves as highly competent (4.53), while the parents, faculty and staff, SSC officers, and Barangay/Local Government Unit officials were consistent in giving a competent assessment with mean ratings of 4.33, 4.27, 3.97, and 3.51, respectively. This means that campus administrators encourage their teachers to be resourceful and open about their ideas on student development or anything regarding school related matters. They are also having the skills to perform their tasks effectively.

Findings were supported by Kouzes and Posner (2008) that in order to enable others to act, it is important to understand what it takes to get there. By analyzing other's actions and engaging in collaborative activities, leaders can strengthen networks and further encourage action. Further, Daigle (2006) mentioned that enabling and inspiring are the two leadership practices that are directly correlated with standards-based instruction, career commitment, job variety, job autonomy, and negatively related to stress.

Table 3c. Management competence of the WPU External Campus administrators according to enabling as perceived by the respondents.

Aspect	Administrator f(n=6)		Faculty/Staff f(n=65)		Bgy./LGU Officials f(n=87)		SSC Officers f(n=107)		Parents f(n=107)		Total f(n=372)	
	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR
Have the ability to motivate and inspire other teachers.	4.67	HC	4.28	C	3.56	C	3.97	C	4.32	C	4.16	C
Can work better with others.	4.33	C	4.26	C	3.49	MC	3.94	C	4.34	C	4.07	C
Tackle problems immediately.	4.50	HC	4.22	C	3.45	MC	3.94	C	4.26	C	4.07	C
Listen to teacher and encourage them to express their opinions.	4.83	HC	4.40	C	3.59	C	4.02	C	4.34	C	4.23	C
Have the skills and resources necessary to perform their tasks effectively.	4.33	C	4.18	C	3.46	MC	3.99	C	4.35	C	4.06	C
Grand Mean: 4.12	4.53	HC	4.27	C	3.51	C	3.97	C	4.32	C	4.12	C

Legend:
4.50 – 5.00 - *Highly Competent*
3.50 – 4.49 - *Competent*
2.50 – 3.49 - *Moderately Competent*
1.50 – 2.49 - *Barely Competent*
1.00 – 1.49 - *Incompetent*

As to Fiscal Management

Table 4d presents the management competence of the WPU External Campus administrators according to fiscal management as perceived by the respondents.

It reveals that campus administrators are competent (3.97) in terms of fiscal management as perceived by the respondents. They consistently rated competent on the following: set strategic goals for fiscal year allocation (4.04); help plan fiscal year allocations (4.00); collect financial expenditures data from different sections and departments (3.96); make expenditures data available to all (3.95); and collect socio-economic and property data to be used for financial planning (3.93).

Moreover, the administrators assessed themselves as competent (4.23) followed by faculty and staff who gave a competent rating (4.11) along with parents (4.09) and SSC officers (3.97), while the Barangay/Local Government Unit officials gave 3.47 described as moderately competent. This implies that administrators are efficient and transparent as far as fiscal management of their respective campuses is concerned. They also used the data on socio-economic and property for financial planning. However, government officials find it tiring on their part as they have to slash a budget for campus use. This finding was supported by Delica (2008) that the key elements of good governance are transparency in operation, accountability to the people whom officials vowed to serve and commitment to citizen's maximum participation. Good governance must depict an image that is acceptable to the local residents and positive role expectations to the general public.

Table 4d. Management competence of the WPU External Campus administrators according to fiscal management as perceived by the respondents.

Aspect	Administrator f(n=6)		Faculty/Staff f(n=65)		Bgy./LGU Officials f(n=87)		SSC Officers f(n=107)		Parents f(n=107)		Total f(n=372)	
	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR
Help plan fiscal year allocations.	4.17	C	4.18	C	3.51	C	4.02	C	4.10	C	4.00	C
Set strategic goals for fiscal year allocation.	4.33	C	4.26	C	3.60	C	4.02	C	3.97	C	4.04	C
Collect financial expenditures data from different sections and departments.	4.33	C	3.92	C	3.57	C	4.00	C	3.96	C	3.96	C
Make expenditures data available to all.	4.17	C	4.05	C	3.44	MC	3.92	C	4.18	C	3.95	C
Collect socio-economic and property data to be used for financial planning.	4.17	C	4.14	C	3.25	MC	3.88	C	4.21	C	3.93	C
Grand Mean: 3.97	**4.23**	**C**	**4.11**	**C**	**3.47**	**MC**	**3.97**	**C**	**4.09**	**C**	**3.97**	**C**

Legend:
4.50 – 5.00 - Highly Competent
3.50 – 4.49 - Competent
2.50 – 3.49 - Moderately Competent
1.50 – 2.49 - Barely Competent
1.00 – 1.49 - Incompetent

As to Leadership

Table 4e shows the management competence of the WPU External Campus administrators according to leadership as perceived by the respondents.

Based on the weighted mean of 4.13, the respondents assessed the campus administrators as competent leaders.

This is shown by the consistent assessment of the respondents of competent on the following: have manner of guiding, influencing, motivating, and developing confidence among the faculty and staff (4.17); like to use their leadership power to help subordinates grow (4.17); like to share their leadership power with their subordinates (4.16); create an atmosphere which fosters individual motivation (4.13); and have high levels of individual and team performance, and quality of service (4.05). It can be noted that campus administrators assessed themselves as highly competent (4.67), while the parent, faculty and staff and SSC officers assessed their campus administrators as competent (4.34, 4.21 and 3.99, respectively). The Barangay/Local Government Unit officials gave a rating of moderately competent (3.47). Findings imply that campus administrators have practiced guiding, influencing, motivating, and developing confidence among the faculty and staff. They also create an atmosphere which fosters individual motivation. They have high levels of individual and team performance and quality of service, like to share their leadership power with their subordinates, and help them to grow. Findings also implied that campus administrators have the ability to communicate ideas to their subordinates in such a way as to influence their behavior to reach some goals. They also choose the right style at the right time in the right situation. These conform to the remarks of Brighton (2007) that "Leadership is not a single person, it is a collage in education."

Table 4e. Management competence of the WPU External Campus administrators according to leadership as perceived by the respondents.

Aspect	Administrator f(n=6)		Faculty/Staff f(n=65)		Bgy./LGU Officials f(n=87)		SSC Officers f(n=107)		Parents f(n=107)		Total f(n=372)	
	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR
Have manner of guiding, influencing, motivating, and developing confidence among the faculty and staff.	4.67	HC	4.20	C	3.55	C	3.98	C	4.46	C	4.17	C
Create an atmosphere which fosters individual motivation.	4.67	HC	4.22	C	3.48	MC	4.01	C	4.26	C	4.13	C
Have high levels of individual and team performance, and quality of service.	4.33	C	4.28	C	3.39	MC	3.95	C	4.30	C	4.05	C
Like to share their leadership power with their subordinates.	4.83	HC	4.20	C	3.51	C	3.98	C	4.32	C	4.17	C
Like to use their leadership power to help subordinates grow.	4.83	HC	4.17	C	3.43	MC	4.00	C	4.36	C	4.16	C
Grand Mean: 4.13	**4.67**	**HC**	**4.21**	**C**	**3.47**	**MC**	**3.99**	**C**	**4.34**	**C**	**4.13**	**C**

Legend:
4.50 – 5.00 - Highly Competent
3.50 – 4.49 - Competent
2.50 – 3.49 - Moderately Competent
1.50 – 2.49 - Barely Competent
1.00 – 1.49 - Incompetent

As to Policy Making

Table 5f presents the management competence of the WPU External Campus administrators according to policy making as perceived by the respondents.

It reveals that respondents assessed the campus administrators as competent on the following indicators: consider people as the most valuable resource in an organization (4.20); lead the deliberation of school development program (4.14); explore and suggest new approaches and methods for community development (4.11); identify needs for fund allocation (4.11); and instinctive problem solver (3.98).

In general, the respondents assessed the campus administrators in terms of policy making as competent (4.11). The highest mean rating is given by administrators (4.50) described as highly competent, followed by the parents (4.29), faculty and staff (4.18), SSC officers (4.05), and the Barangay/LGU officials (3.52). This implies that campus administrators explore and suggest new approaches and methods for community development; lead the deliberation of school development program; identify needs for fund allocation; and instinctive problem solver who considered people as the most valuable resource in an organization. This also implies that administrators are keeping in contact with the community and the LGUs. Policy formulation should not only in consistent with the university but also with the local government where the external campuses are likewise governed.

Table 5f. Management competence of the WPU External Campus administrators according to policy making as perceived by the respondents.

Aspect	Administrator f(n=6)		Faculty/Staff f(n=65)		Bgy./LGU Officials f(n=87)		SSC Officers f(n=107)		Parents f(n=107)		Total f(n=372)	
	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR
Explore and suggest new approaches and methods for community development.	4.50	HC	4.14	C	3.55	C	4.06	C	4.31	C	4.11	C
Lead the deliberation of school development program.	4.50	HC	4.18	C	3.58	C	4.08	C	4.35	C	4.14	C
Identify needs for fund allocation.	4.50	HC	4.18	C	3.50	C	4.07	C	4.32	C	4.11	C
Instinctive problem solver.	4.17	C	4.20	C	3.36	MC	3.98	C	4.18	C	3.98	C
Consider people as the most valuable resource in an organization.	4.83	HC	4.17	C	3.63	C	4.07	C	4.28	C	4.20	C
Grand Mean: 4.11	**4.50**	**HC**	**4.18**	**C**	**3.52**	**C**	**4.05**	**C**	**4.29**	**C**	**4.11**	**C**

Legend:
4.50 – 5.00 - *Highly Competent*
3.50 – 4.49 - *Competent*
2.50 – 3.49 - *Moderately Competent*
1.50 – 2.49 - *Barely Competent*
1.00 – 1.49 - *Incompetent*

As to Problem-Solving

Table 6g presents the management competence of the WPU External Campus administrators according to problem-solving as perceived by the respondents.

The respondents affirmed that campus administrators are competent on the following aspects: apply appropriate solution from several options in problem solving (4.09); resolve interpersonal conflict in an activity that he/she enjoys (4.04); have skill in negotiations with all subordinates (4.02); solve problems by using standard procedures and applying well- defined information (4.00); and use extensive judgment to resolve complex issues (3.93). In general, the respondents assessed the campus administrator as competent (4.02) in problem-solving. Among them, the administrators (4.27) gave the highest rating on themselves, followed by the parents (4.21); faculty and staff (4.16); and SSC officers (3.97). However, Barangay/LGU officials gave the lowest rating (3.48) described as moderately competent. The data imply that the campus administrators are equipped with skills in solving problems that arise in their school. They know how to handle issues affecting their job and the operation of the school. The campus administrators also apply the problem-solving approach to resolve interpersonal conflict that among Filipino managers, this method seems to be the most dominant one.

pino managers, this method seems to be the most dominant one.

This finding was supported by Cain (2013) that effective leaders that are comfortable with problem solving always know how to gather the right people, resources, budget and knowledge from past experiences. They inspire people to lift their game by making the problem solving process highly collaborative; for them, it's an opportunity to bring people closer together.

Table 6g. Management competence of the WPU External Campus administrators according to problem solving as perceived by the respondents.

Aspect	Administrator f(n=6)		Faculty/Staff f(n=65)		Bgy./LGU Officials f(n=87)		SSC Officers f(n=107)		Parents f(n=107)		Total f(n=372)	
	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR	MR	DR
Solve problems by using standard procedures and applying well-defined information.	4.00	C	4.17	C	3.54	C	4.00	C	4.31	C	4.00	C
Apply appropriate solution from several options in problem solving.	4.50	HC	4.23	C	3.45	MC	4.00	C	4.28	C	4.09	C
Use extensive judgment to resolve complex issues.	3.83	C	4.22	C	3.45	MC	3.94	C	4.20	C	3.93	C
Have skill in negotiations with all subordinates.	4.50	HC	4.12	C	3.40	MC	3.88	C	4.20	C	4.02	C
Resolve interpersonal conflict in an activity that he/she enjoys.	4.50	HC	4.06	C	3.54	C	4.01	C	4.09	C	4.04	C
Grand Mean: 4.02	**4.27**	**C**	**4.16**	**C**	**3.48**	**MC**	**3.97**	**C**	**4.21**	**C**	**4.02**	**C**

Legend:

    4.50 – 5.00 - *Highly Competent*
    3.50 – 4.49 - *Competent*
    2.50 – 3.49 - *Moderately Competent*
    1.50 – 2.49 - *Barely Competent*
    1.00 – 1.49 - *Incompetent*

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusions, and recommendations of the study.

Summary

This study aimed to determine the management of WPU External Campuses as perceived by the respondents. Specifically, it assessed the management of WPU External Campuses, management capability of the campus administrators, the perceived outcomes of management as to the sustainability of WPU External Campuses.

This study was conducted to six administrators, 65 faculty and staff, 107 SSC officers, 107 parents and 87 Barangay/Local Government Unit officials from Western Philippines University External Campuses namely Quezon Campus, Busuanga Campus, El Nido Campus, Culion Campus, Canique Extension School, and Rio Tuba Extension School.

The data were analyzed through the use of descriptive statistics.

The results revealed that the campus administrators have competent management capability of external campuses in terms of communicating (4.25); leadership (4.13); enabling (4.12); policy making (4.11); responsiveness (4.09); facilitating (4.06); effectiveness (4.05); problem-solving (4.02); consensus building (4.00); and fiscal management (3.97).

The grand mean of 4.08 implies that campus administrators are competent enough in leading and managing their respective campuses. They are also qualified to rule and administer academic mandate that are vested upon them by the higher authority of the university.

CONCLUSIONS

Based on the significant findings of the study, the following conclusions were drawn:
1.   The WPU External Campuses are managed effectively in terms of planning, communication, financial, policy and decision making, and problem solving.

2. The Campus Administrators use different management styles based on the needs and function of the school.
3. The Campus Administrators are good in communication.
4. The Barangay/Local Government officials, faculty, parents and students strongly believe to the capability of the Campus Administrators in the aspects of management, manage ment competence, and its outcomes.

RECOMMENDATIONS

After a thorough examination of the findings and conclusions of the study, the researchers recommended the following:

For the WPU Administration
1. Continuous support to the WPU External Campuses towards their improvement, devel opment, and sustainability.

For the Campus Administrator
1. Develop and lead a successful governance, management, and its outcomes for the educa tional improvement, partnership among schools, teachers, and stakeholders.
2. Work hand in hand with the WPU administration and stakeholders to attain the school development.
3. Maintain a collaborative effort with faculty/staff and provide opportunities for shared leadership to support the common vision of the university.

For the Faculty
1. Cooperate with their respective Campus Administrators in the management of the school.
2. Establish close relationship and camaraderie with the administrators and stakeholders.
3. Conduct faculty research for the improvement and development of the school, support the extension activities and development of the community.

For Future Research/Researcher
1. A similar research study will be conducted in the other External Campuses of other col leges and universities in the country.

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A MODEL ON HOME ENVIRONMENTS' INFLUENCE TO DOSCST PRE-SERVICE TEACHERS' STUDY HABIT

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ABSTRACT

This research aimed to determine the influence of home to the study habits of the pre-service teachers of the Institute of Education and Teacher Training of Davao Oriental State College of Science and Technology. It also identified the extent of influence of home to study habits in terms of parent's educational level, parent's residence, parent's socio-economic status, and parental involvement; determined the level of pre-service teachers' study habit in terms of time management, study environment, test taking/preparation skills, note taking skills, reading skills, writing skills, math skills; and traced the relationship between home and study habits. Findings showed that the level of study habits of 311 pre-service teachers were observed or manifested evidently most of the time. In the extent of influence of home to study habits, the network of influence suggested that all home factors have a small effect size on the study habit of the pre-service teachers and home factors have also significant positive relationship to study habits as shown in the results. Furthermore, it indicated that the most important influence factor of home on study habit is said to be authoritarian as it gained the highest percentage of normalized measured. The researcher recommended that pre-service teachers must develop and practice more different skills on study habits to achieve the utmost level and for the attainment of the highest academic achievement. Thus, the Department of Education through the different institutions should implement programs that would enhance students' study habits.

I. INTRODUCTION

Study habit is one of the most effective ways to achieve high academic performance of pre-service teachers who aimed to be working in the field after receiving their college diploma.

It is said that student's study habit is critical to academic success. In spite of the perceived importance of study habits and study attitudes to academic achievement, it seems that educational institution still pay little attention in understanding these factors (Baquiran, 2011). As a result, Wolfe (2008) stated that too little attention as well has been given unto this by the 21st century learners resulting to academic underachievement most especially to college students. Nevertheless, these students will soon realize that college is very different from any other environment which they have previously experienced (Robinson, 2010). Because of these, more reasons came out which intensified the need to study on this research.

There are lots of factors that contributed to the effectiveness of study habit. Ozmert (2005) emphasized the importance of environmental influence as a major factor in the development of students studying habit. One of these is the home where pre-service teachers spend most of their time after long hours stay in school. In addition, Lakshami and Aurora (2006) postulated that successful children have parents who create and maintain family routines, parental acceptance and encouragement are positively related with school success and competence. Likewise, Jarvis and Wordrow (2001) speculated that reading books, doing problems, memorizing, and practicing and learning from mistakes are variables related to effective methods of studying.

to effective methods of studying.

Several studies discussed the differences that existed among students. Laosa (2005) stated that due to family backgrounds such as nutrition and health status (Chung and Muntaner 2006), environment at home (Totsika and Sylva, 2004), income of parents (Mayer, 2002), their educational level and experiences (George, Hansen and Schoon, 2007), means of recreation in the family (Trenberth, 2005) are the main factors that affect the educational and social achievement of students. On the other hand, if this factor failed to meet the desired result, this means that something is wrong in one's abode. It may be in home environment particularly or in some other factors that cause things to happen. This was confirmed by Menzel (2011) who stated that many students failed not because they lack ability but because they do not have adequate study skills. Students who have difficulty in college frequently do not have adequate study habits that affect their academic achievement. Supporter to this confirmation like Balduf (2009) recognized that poor time management can contribute to academic underachievement.

The conduct of this research gave emphasis on the importance of home environment to the study habits that was correlated to students' academic achievement. It defined the different factors that influence one's study habit that greatly affects students' attainment of goal. It found out the most important aspect in one's home environment that contributed to students' study habit.

This study allowed the researcher to determine on how influential the home environment does to pre-service teachers, their motivations in striving hard to end up with the course and the reasons behind the eagerness despite or in spite of their family background.

II. STATEMENT OF THE PROBLEM

This study aimed to determine the relationship and influence of home on study habits of pre-service teachers. Specifically, it seeks to answer the following research questions:

What is the level of pre-service teachers' study habit in terms of:
1.1. time management?
    1.2. study environment?
    1.3. test taking/preparation skills?
    1.4. note taking skills?
    1.5. reading skills?
    1.6. writing skills?
    1.7. math skills?
Is there a significant relationship between home and study habits of pre-service teachers?
To what extent does home influence study habits in terms of:
    3.1. parent's social characteristics?
    3.2. parental authority?
What is the most important influence of home on study habits using artificial neural networks?

III. METHODOLOGY

Research Design

This study used the neural network to find out the most influence of home factors on the study habits among pre-service teachers. The level of pre-service teachers study habits was measured using the mean scale of agreement. The concept of the relatedness between home and study habits of pre-service teachers was examined using the chi-square.

Research Respondents

This study utilized the 311 pre-service teachers of the Davao Oriental State College of Science and Technology comprising BSED major in English, BSED major in Biological Science, BSED major in Mathematics, Bachelor of Physical Education major in School Physical Education (BPE-SPE) and BEED. They determined the level of pre-service teachers' study habits and the significant relationship between home and study habits of the pre-service teachers. Furthermore, to determine the extent of influence of home to study habits and to identify most important factor of home environment that greatly affects

TABLE I. DISTRIBUTION OF RESPONDENTS

Programs	Population
Bachelor of Elementary Education	109
BSED major in English	55
BSED major in Mathematics	34
BSED major Biological Science	49
BPE major in School Physical Education	64
TOTAL	311

Research   Instruments

The questionnaire used in gathering data was adapted from several authors. The questionnaire on students' study habit was adapted from Virginia Gordon's University Survey: A Guidebook and Readings for New Students. Student's home environment questionnaire particularly on the parents' social characteristics was adapted from Hamilton-Ekeke, Joy-Telu and Ekima Ayebaemi Frank-Oputu (2013) and the questionnaire on parental authority was adapted from Buri, J.R. (1991).

IV. FINDINGS

Level of Pre-service Teachers' Study Habits

Table 2 provides the level of pre-service teachers in terms of various skills. For more specifications, note-taking skills had the highest mean of 3.12 and math skill has the lowest with a mean of 2.82. The measure of standard deviation represents the varied responses of the pre-service teachers which indicate that the respondents generally practiced the study habit in a moderately high level which simplifies that pre-service teachers evidently observed or manifested the practices or skills most of the time.

TABLE II. LEVEL OF PRE-SERVICE TEACHERS' STUDY HABIT

Study Habit	SD	Mean	Descriptive Level	Level of Study Habit
Time Management	0.532	2.97	Generally	Moderately High
Study Environment	0.583	2.91	Generally	Moderately High
Test Taking/ Preparation Skills	0.562	2.88	Generally	Moderately High
Note Taking Skills	0.597	3.12	Generally	Moderately High
Reading Skills	0.580	2.95	Generally	Moderately High
Writing Skills	0.592	3.09	Generally	Moderately High
Math Skills	0.688	2.82	Generally	Moderately High
Overall	0.592	2.96	Generally	Moderately High

The Significant Relationship between Home and Study Habits of Pre-service Teachers

The degree of relatedness in this study is defined by the Pearson Chi-square. Table 3 summarizes the degree of relatedness between the home and study habits. It has a Pearson Chi-square measure 6.057 with the degree of freedom (df) 2. The values generated an asymptotic significant of .048 at two sided distribution. Based on the criterion at level .05, the asymptotic significant of .048 is less than the level .05. These values indicate that there exists a significant positive relationship between home and study habits of pre-service teachers. This implies that those who have favorable home environment are more likely to have higher level of study habits.

TABLE III. SIGNIFICANCE ON THE RELATIONSHIP BETWEEN HOME AND STUDY HABITS OF PRE-SERVICE TEACHERS

Variables	Pearson Chi-Square	df	Asymptotic Significant (2-sided)
Home	6.057	2	0.048
Study Habit			

Extent of Influence of Home to Study Habits

To determine the relationship among the variables of this study, the neural network is used. Independent variables were identified as the input and the dependent variables were the output. The calculation utilized the hidden layer to filter the noise data. Arrows from independent variables carrying a magnitude served as the effect in the neural network.

The standard criterion of judging the extent of home's influence towards pre-service teachers' study habits was based on Cohen's three criteria. Cohen (1988) suggested in generally 0.100 (small), 0.300 (medium), and 0.500 (large). The influenced of each home indicator is clearly defined on the neural network. The network of influence suggested that all home factors produced different magnitudes but had the same effect to the pre-service teachers' study habits.

Parent's residence weighted .066, parent's social-economic status weighted .182, parental involvement weighted .063, authoritarian weighted .274, authoritative weighted .144, and permissive weighted .270.

All measure of influence of these factors is less than .300. This means that all home factors have a small effect size on the study habit of the pre-service teachers. Furthermore, home environment has real effect on the study habits of pre-service teachers. Thus, these influences are really contributing effectively on the study habit of pre-service teachers which is shown in Figure 1.
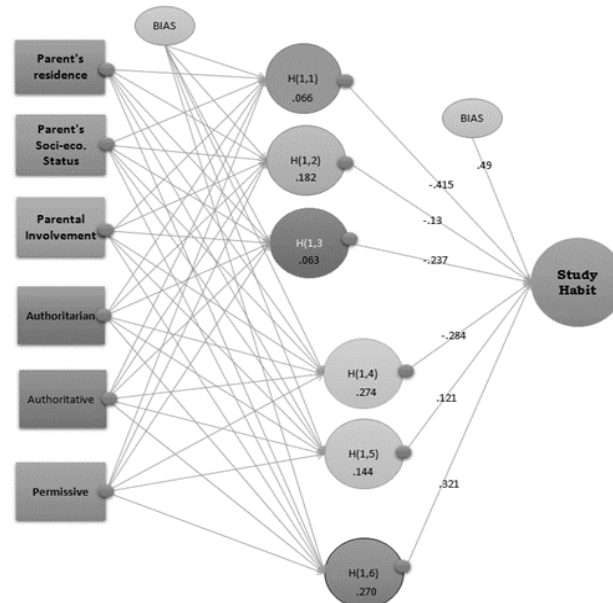

Figure 1: The Influence of Home Environment in Terms of Parents' Social Characteristics and Parental Authority

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The Most Important Influence of Home on Study Habits Using Artificial Neural Networks

The most important influence of home on study habits has been specifically defined by neural network. The home factors' influence is classified accordingly into normalized percentage measure. The higher the percentage measure indicates the most important. From Table 4, clearly authoritarian as parental factor has a 100% normalized measure, this means that it is the most important factor that influenced the study habits among pre-service teachers. It is followed by permissive with 99%. Parental involvement is the least important among the influences of home to study habits of pre-service teachers that has only 23%.

TABLE IV. MOST IMPORTANT INFLUENCE OF HOME ON STUDY HABITS

Parental Factors	Importance	Percentage (Normalized)
Parent's Residence		
Parent's socio-economic status	0.182	67%
Parental involvement		
Authoritarian	0.274	100%
Authoritative	0.144	53%
		99%

CONCLUSIONS

The relationship and extent of influence of sense of home on study habits is the main objective of this study. Based on the findings, the following conclusions are provided, these are;

- The level of pre-service teachers' study habits in terms of time management, study environment, test taking/preparation skills, note taking skills, reading skills, writing skills and math skills were all moderately high.

- The relationship between home and study habits exists in a significant positive relationship.

- The extent of influence of home to study habits in terms of parents' social characteristics which includes parents' residence, parents' socio-economic status, parents' involvement and parental authority that has the indicators of authoritarian, authoritative and permissive states that all of these factors have a small effect size on the study habit of the pre-service teachers.

- The most important influence of home on study habit is authoritarian, as it gained the highest normalized percentage measure.

RECOMMENDATIONS

Based on the conclusions of the study, the researchers recommend the following:

- Pre-service teachers must continue to practice more different skills on study habits to develop higher academic achievement.

- Pre-service teachers must exert more time and effort in acquiring study habit skills by improving math skills, test taking and preparation skills, study environment, reading skills, time management, writing skills, and note taking skills.

- Parents of the pre-service teachers must increase their involvement in terms of supporting the academic needs of their students to show more positive effect of home environment to study habits.

- Authoritarian as parenting style is highly recommended to see the positive effect of home environment to the study habit of pre-service teachers.

- Parents of the pre-service teachers must have an open communication to them to establish awareness as the person in authority, thus, to further gain respect and discipline.

- Researchers may conduct similar studies to determine other possible influence to study habits.

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