

VOLUME 6
NOVEMBER 2019

ISSN 2546-0110

GLOBAL *Researchers* JOURNAL



GLOBAL *Researchers*
ASSOCIATION AND CONVERGENCE FOR EXCELLENCE (GRACE), INC



GLOBAL *Researchers*

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GLOBAL RESEARCHERS JOURNAL

Volume 6, November 2019

*A national-refereed Journal published
quarterly by the
Global Researchers Association and
Convergence for Excellence
(GRACE) Inc.*

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TABLE of CONTENTS

Evaluation of Student Career Services and Placement Program of Selected Private HEI's in Metro Manila: Inputs to Program Enhancement	
By: Juana Rosa F. Martinez, MA, MS, RGC, RPsy Carmencita H. Salonga, PhD, RGC, RPsy	Page 8
Motivational Implication of The Faculty Performance Evaluation of Bohol Island State University	
By: Luzminda G. Machete, Ed.D. Leandro C. Torreon, Ph.D. Allan S. Tiempo, Ph.D.	Page 17
Strategic Use of Presupposition Triggers in Philippine Newspapers Editorial Headlines	
By: Jimmylen Zuñiga-Tonio	Page 22
Count Them In! Inclusion of Persons with Disabilities in A Diversified Workforce: A Transformative Mixed-Method Study	
By: Prof. Edmon Yumul Sampana Dr. Ambrocio "Butch" De La Cruz	Page 31
Factors of Compassion Fatigue Among Guidance Counselors	
By: Rhenan D. Estacio	Page 46
Needs Assessment of Community in Cateel, Davao Oriental: Education Sector	
By: Jr A. Mantog, Mary Lovely Suzzeth P. Mendez, Jilla Mae D. Susada, Marisa A. Langoban, Randy M. Pajo & Reynan M. Maglimolo	Page 61

TABLE of CONTENTS

Effectiveness of Classroom Assessment Techniques in Improving
Performance of Students in Music and Piano

By: **Almighty C. Tabuena**

Page 68

Brand Image of Selected Convenience Stores: Inputs to Customers Awareness

By: **Erlee Angel S. Reyes**
Nina C. Apusaga
Willy O. Gapasin

Page 79

Compassion Satisfaction, Burnout and Secondary Stress Trauma as
Measures of Resiliency Among Rescuers

By: **Ma. Victoria T. Juan, PhD**
Trisha Clarisse M. Bollecer, Rpm

Page 89

Review of The Anti-Red Tape Law Relative to The Implementation of
The Citizen's Charter

By: **Nilo D. Delfin, Ed.D.**

Page 98

Causes of Rejects in The Injection Process of a Plastic

By: **Engr. Evelyn E. Dacanay**
Engr. Nina C. Apusaga
Engr. Aura Marie B. Novesteras
Engr. Erlee Angel S. Reyes

Page 106

Construction and Evaluation of Multi-Purpose Drawing Template

By: **Maricel, T. Daradar, Ph.D.**

Page 112

EVALUATION OF STUDENT CAREER SERVICES AND PLACEMENT PROGRAM OF SELECTED PRIVATE HEI's IN METRO MANILA: INPUTS TO PROGRAM ENHANCEMENT

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ABSTRACT

This study focused on the evaluation of student career services and placement programs particularly the level of implementation of factors affecting the conduct of the said services and programs that have significant relationship to the graduate students' expected competencies. The researcher used descriptive quantitative and qualitative method and purposive sampling. There were nineteen (19) placement practitioner respondents from the six (6) selected private Higher Educational Institutions (HEI's) in Metro Manila were asked to complete a self-made survey questionnaire. This questionnaire was validated by experts in the field of career and placement and was tested for reliability with Cronbach alpha value of $\alpha = .96$. It was designed to profile the respondents and measure the level of implementation of each factor affecting the career services and placement programs of the HEIs namely personnel, facilities and budget with a Likert-scale ranging from 1-not yet implemented to 4-fully implemented and the HEIs evaluation to the expected students' competencies with 1-strongly disagree to 4- strongly agree. Interview was also conducted to know the feedback from stakeholders, risks, issues, challenges and best practices. To support the significant impact of the implemented services and programs to the graduate students' expected competencies the researcher critically examined and used as reference the students' evaluation reports collected by the placement practitioners in some services/programs being implemented. Pearson-Moment Product Correlation was utilized to analyze the relationship between levels of implementation of factors affecting the conduct of programs to students' expected competencies. Thematic analysis was used to analyze common themes on the respondents' interview answers. Results revealed that full implementation of the services/programs have a significant relationship to the students' expected competencies.

Keywords: key elements of career and placement, career services, career development, job placement, career and placement issues and concerns

INTRODUCTION

With the researcher's almost three decades of working with college students, several causes of difficulty in making firm career decisions have been noted. One of the reasons identified is the difficulty of the students in completely exploring their potentials with various careers ahead of them. In most cases, the difficulties to decide which career path to take come from students' dependency on their parents'/ guardian's final say, as supported by the study of Alba et al. (2010) entitled "The Factors that Affect Students' Decision in Choosing their College Courses" which found that some parents think that their decisions are better than their children's choices in terms of career track. Because of these, some students graduate in programs they haven't chosen. One of the suggested elucidations is for the parents to talk with their children. For some, choosing one's college course might be the first big decision to make and as adults, parents need to let their child decide and guide them in arriving at best career options. Deciding for oneself helps the individual to develop and progress in life (Alba et al., 2010).

With the birth of the K to 12 program in the Philippines, it was also noted that there were some students who graduated from the various academic tracks that have not proceeded to their field of interest as

Jacolbia (2018) in his study on “The Comparison of Senior High School Track and College Program Preferences and the Factors Affecting College Course Decision of Selected ABM Students of the Polytechnic University of the Philippines”, found some of the ABM graduates chose courses in Humanities and Social Sciences (HUMSS) and Science, Technology, Engineering, and Mathematics (STEM) mainly Psychology, Broadcast Communication and Information Technology.

Providing students with complete support services and programs which will help fine tune their career decision skills, characteristics and values that are essential in order for them to thrive and make good adjustment in life and in their career pose a big challenge for guidance practitioners and advocates of career development. On the other hand, even if the tertiary schools are familiar with the competencies, skills and values as well as the mandates of the basic and higher education and academic accreditation bodies to improve the school’s career development programs still, the integration is quite difficult without seriously determining the present status of the student career services and placement program that the HEI’s are implementing. Likewise, with the identification of the essential elements in mapping out and putting all together the pre-requisites to provide an effective and efficient career development programs.

STATEMENT OF THE PROBLEM

This study aimed to determine the present status of the student career services and placement programs of the selected private Higher Educational Institutions (HEI’s) in Metro Manila as basis for new inputs to program enhancement. Specifically, it sought to answer the following questions:

1. What was the profile of the Higher Education Institution respondents?
2. What were the student career services and placement programs being offered?
3. How were the level of implementation in terms of personnel, facilities, and budget?
4. How did the student career services and placement programs develop the expected competencies of the students in terms of self-awareness, knowledge on available careers, matching their strengths and weaknesses with career’s specifications, job search skills and strategies, career goal setting, and career decision-making?
5. Was there a relationship between the student career services and placement programs and the expected competencies of students?
6. What were the new inputs to enhance the student career and placement programs?

METHODOLOGY

A descriptive mixed method (quantitative and qualitative) was utilized in this study. The respondents of this study were the nineteen (19) career services and placement programs practitioners from the six (6) selected private Higher Educational Institutions (HEI’s) in Metro Manila and members of the professional organization called the Association of Placement Practitioners of Colleges and Universities, Inc. (APPCU). In order to gather the needed data, a self-made survey questionnaire was designed and distributed, interview were conducted and data were critically analyzed from the students’ evaluation reports per service/program.

The researcher sought the approval of the school’s Center for Data Analysis (CDA) and the Institutional Ethics Review Committee (IERC) for validity and reliability of the test and to protect the rights and welfare of the respondents. The test validation had undergone at least five credible and experts in the field of student career development specifically the President Emeritus of the Career Development Association of the Philippines (CDAP) and former Director of the Career and Placement Office of De la Salle College of St. Benilde, a former Board Member and President of the Philippine Guidance and Counseling Association (PGCA) and the Association of Placement Practitioners of Colleges and Universities, Inc. (APPCU), and three other retired Directors of the Student Career Services and Placement from various HEI schools in Metro Manila. After the revision has been made to include the comments of

the said experts, the questionnaire was given to twenty (20) similar respondents for the validity and reliability testing. The questionnaire garnered a strong reliability result of excellent with .956 Cronbach's Alpha.

FINDINGS

The following results and findings present the answers to each of the research problems as stated in order.

1. What was the Profile of the Higher Education Institution respondents?

There were six (6) HEIs included in the study namely, Ateneo de Manila University, De La Salle College of St. Benilde, Centro Escolar University Makati, University of the East Manila, University of Perpetual Help Systems - Dalta, and St. Scholastica's College. The number of campuses of the HEIs ranged from 2-4, and the highest student population was UE Manila with 15, 407 while the lowest student population was St. Scholastica's College with 2,000. Arts and Sciences, Business Management, Computer Science and Information Technology were the most common programs offered among all the respondents. De La Salle College of St. Benilde, however, offered unique and non-traditional programs such as Applied Deaf Studies, Filipino Sign Language, Animation, and Digital Filming etc. All the HEI respondents were PAASCU accredited. UE Manila, Ateneo De Manila University and CEU Makati were all CHED accredited while only University of Perpetual Help Systems-Dalta and Centro Escolar University were ISO certified. Under Organization Profile, there was only one school that has five (5) or 26.3% personnel and it has the biggest number of placement practitioners among the six school respondents while the others have 2 -3 career services and placement practitioners who delivers the career services and placement program. On the other hand, majority of the respondents were in the career services and placement practice for 1-10 years and 6- 10 years respectively. These were the Career Advisors, Guidance Counselors and Office staff. Only the directors were identified to be in the practice as placement practitioners from 16-20 years and the other is 21 years and above.

The researcher also observed the different job titles of the placement practitioners wherein 26.3% of the career and placement practitioners were the Guidance Counselors, 21% were Career Advisors and Coordinators respectively. 10.5% were the Guidance Directors who have dual functions as the head of the Guidance Department and at the same time the Career Services and Placement Office. And, 5.3% were also a Director but she was assigned solely to supervise the Office of Placement and Career Services. Likewise, another 5.1% were the Marketing Assistant and Office Personnel, respectively.

Majority of the respondents (89.5%) said that their office organizational structure was centralized and with a participative style of leadership (78.9%). Also, most of the Career Services and Placement Offices were supervised by the Student Affairs Office (31.6%).

2. What were the student career services and placement programs being offered?

There were four (4) identified common programs/services that were implemented by all six HEI respondents. Out of the sixteen (16) career services and placement programs identified by the researcher these were *Career expo seminar/professional life skills, Company networking, Business linkages and partnerships and Jobs fair*. It was found that most of the school respondents do not integrate career development topics in the curriculum though this guarantees the positive engagement and participation of all the students. There were four (4) school respondents who answered that they do not implement follow-up on job referrals in their respective schools because it consumed a lot of time to call/keep in touch with the applicant's possible employers and the job referral is done on a one-on-one basis. Also, once the students graduated they no longer return to the Office to give updates. Hence, the school just depends on the Graduates' Tracer Studies as the school's next reliable basis of information on graduate's whereabouts.

In support with the significance of the above mentioned career services and placement programs the article of Nemko (2017) titled Making Your Education Career-Ready, gave an advise to college students

on the use of campus career services starting even as a freshman. This can be valuable in career exploration, identifying target employers, reviewing resume/LinkedIn profile, cover letter, and mock interviews. Part of what they paid in school fees includes the career services. Not using them is like paying for a full tank of gas and not filling it to the top.

3. How were the level of implementation in terms of personnel, facilities, and budget?

Table 3.1 Level of Implementation of the Student Career Services and Placement Programs

	Mean	SD	Interpretation
Personnel	2.97	0.94	Satisfactorily Implemented
Budget	2.89	.83	Satisfactorily Implemented
Facilities	2.89	.93	Satisfactorily Implemented
Overall Mean	2.91	.78	Satisfactorily Implemented

In terms of personnel, facilities and budget, the student career services and placement programs were all *satisfactorily implemented* with an overall M= 2.91, SD = .78. This means that the program was conducted well by the organizers with adequate number of staff who caters to the various activities except for one-on-one activity sessions like job referral, follow-up on job referral and career coaching/counseling that requires more focus and time. Budget was sufficient and capable to cover unforeseen expenses and also with the facilities and office materials used.

CHED Memorandum Order 9, Series of 2013 on Enhanced Policies and Guidelines on Student Affairs and Services. Article VI, Section 11.2 states that the HEI must ensure an adequate number of student services personnel to serve the student population. The same memorandum under Article VII entitled Student Welfare, Section 14.2.1 provided the acceptable ratio for counselor to student population which is 1:1000, however it does not provide a ratio for career and job placement services practitioners to student population.

The program implementation was limited due to the multi-tasking of the guidance practitioners. During the interview with one of the respondents the researcher took note of what she said and she quotes “overlapping of functions on the different accreditations and audit our school is undergoing, and being the counselor-in-charge of career placement and at same time a guidance counselor” causes the ineffectiveness of program implementation.

4. How did the student career services and placement programs develop the expected competencies of the students?

Table 4.1 Expected Competencies of Students

	Mean	SD	Interpretation
Self-awareness	3.12	.697	Agree
Knowledge on the Available Career	3.05	.812	Agree
Matching of Strengths and Weaknesses with Career’s Specification	2.88	.747	Agree
Job Search Skills and Strategies	3.21	.756	Agree
Career Goal Setting	3.13	.798	Agree
Career Decision Making	3.11	.089	Agree
Overall Mean	3.08	.726	Agree

Respondents agree that the career services and placement programs helped students develop their expected competencies. Self-awareness (M=3.12, SD=.697) for example was developed by enriching the understanding of students on their strengths and weaknesses through various activities like, facilitating self-awareness seminar, personality and intelligence assessment, Zoom: Discernment Talk and Career Exposure Session, resume writing and life critical skills were enhanced. Likewise, with Knowledge on Available Careers (M=3.05, SD=.812) the respondents provided relevant information on various job leads where students developed the skill in choosing their jobs, familiarization on the nature of work and types of business industries. Adequate information on the key employment generators, labor market, various career choices, and high paying jobs, etc. were shared during the annual career expo sessions, through the updated online job bulletins, automated job search directory, etc. Obtaining the value of M=2.88, SD=.747 in Matching of Strengths and Weaknesses with Career’s Specification was found that

students know how to match their knowledge, skills and potentials with the given job requirement by the employers through their actual job hunting experience in the annual jobs and careers fair, job interviews and job hunting seminars. Similarly, students have improved their Job Search Strategies skills with $M=3.21$, $SD=.756$ by inviting representatives from various talent sourcing platforms during their Jobs and Careers Fair and hands-on experience in using online job searching platforms. These have increased students' knowledge on where to look for the available jobs and learned the skills to do job search the most effective and quickest way. Career Goal Setting ($M=3.13$, $SD=.798$) and Career Decision-making ($M=3.11$, $SD=.089$) skills were developed through the given lectures of speakers during the career orientation program, graduate class, job hunting seminars that provided information about their chosen programs, other career options like entrepreneurship, entry-level positions, career path and including the trends and challenges of the industry.

5. Was there a relationship between the student career services and placement programs and the expected competencies of students?

Table 5.1. Results of Correlation Between the Implementation of Student Career Services and Placement Programs and Expected Competencies of Students

	Student Self-Awareness	Knowledge on the Available Career	Matching of Strengths and Weaknesses with Careers' Specification	Job Search Skills and Strategies	Career Goal Setting	Career Decision making
Personnel	.42	.51*	.35	.61*	.55*	.52*
Facilities	.48*	.47*	.42	.64**	.50*	.49*
Budget	.63**	.59*	.43	.79**	.65**	.66**

The above table results of correlation between factors found that only *budget implementation and job search skills and strategies had strong positive relationship* while the rest of the factors reveal a positive moderate relationship. This means that the more budget being appropriated to finance activities and programs there are more possibility to increase the number of industry participants to introduce experiential learning in job searching using online platforms, providing students the opportunities to meet employers and expand their network including the various professional organizations which are possible sources of career opportunities and other career options. All these programs enhanced the students' skills in defining their career goals and arriving at best career options. The findings above highlight the importance of proper implementation of the services and programs to meet student expected competencies.

The Education Act of 1982 has emphasized some of the objectives of higher education which are to train nation's manpower in the required skills for national development, and to instill and foster appropriate and required knowledge, skills, and attitudes to enable each individual to become a productive and gainfully employed member of the society. This eventually has become one of the mission statements of every higher education institution in the Philippines.

6. What were the new inputs to enhance the student career and placement programs?

Based on the findings and the interview with the respondents, these strategies include programs and process improvements, marketing and promotions of graduates, and parents'/guardian's activity engagement. The examples of these were, the conduct of students' career needs analysis, adapt a technology-driven and relevant programs, integrate graduate subject or career development class in the curriculum, reporting of achievements to the schools officials to gain the necessary support, to publish/ promote career events and on students/graduates' achievement and on the school's brand and sponsor a "Parenting Forum" on millennial workers to anticipate the impact of their indifferent work values and performances.

Table 6.1 Risks

Statement of the Problem	Main Theme	Sub Theme	F
What are the <i>risks</i> that you encountered in the conduct of the programs?	Compliance to Legal Requirements	Integrating the new DPA law in the conduct of the services/programs	3
		MOA Related Concerns	2
		CHED Requirement	1
	Partnerships	Limited Participation of NGOs	1
		Limited industry partners for internships	1

Table 6.1 Risks

Statement of the Problem	Main Theme	Sub Theme	F
What are the <i>risks</i> that you encountered in the conduct of the programs?	Conduct of Program Limitations	Student Attendance and Participation	2
		Venue and Facilities	1
		Available Personnel	1

Likewise, this study also gave significant value on the reported risks, issues and challenges as mentioned by the respondents. These are the integration of the new Data Privacy Act (DPA) law, absence of a Memorandum of Agreement (MOA) in endorsing students/alumni for employment/internships programs and to improve students' attendance and participation or low student engagements in the program implementation.

Table 6.2 Issues

Statement of the Problem	Main Theme	Sub Theme	F
What are the <i>issues</i> that you encountered in the conduct of the programs?	Personnel Related Concerns	Lack / Limited Personnel	4
		Clarity of Functions	2
		Practitioners' essential skills	1
	Conduct of Program and Services Concerns	Activity planning & scheduling	3
		Program Support	1
		Schedule of Career Assessment	1
		Lack of Program for Graduate Follow up	1

The most common issues that affects the effective and efficient program delivery was evident on the lack/limited personnel to assist the students and also clarity of the personnel's job descriptions. Hence, doing multi-tasking affects the entire program planning and scheduling.

Table 6.3 Challenges

Statement of the Problem	Main Theme	Sub Theme	F
What are the <i>challenges</i> that you encountered in the conduct of the programs?	Challenges in Information Dissemination	Giving update reports to the administration and the school community	1
		Publicity and Marketing	1
	Challenges in Student Participation	Low student attendance/ engagement	2
	Personnel Related Challenges	Multitasking of Personnel	1
		Continues professional development of practitioners	1

The only common challenge for the practitioners is to encourage better student engagement and participation in all the career and placement activities.

The school's best practices were on the conduct of students' needs survey before any services/ programs shall be implemented. Adaption of paperless system in the conduct of the programs and the utilization of on-line/interactive tools to get career information, job vacancies, suggestions based on interest, skills, major programs, etc. Most of the respondents shared to quote, "*we have paperless career fair system, numerous company presentations, company tours, feedback sessions from company partners with school officials, automation of career services through Office website and dedicated website/job portal.*" Also, the "*CSB Grad Subjects/Career Development Class integrated in the curriculum. Attendance in all the Professional Life Skills series seminars conducted by the office. Both programs is a MUST and a requirement to all students.*" One of the respondents also mentioned *parent engagement and the researcher quotes, "intensified and productive school and parents partnership like conducting of parenting forum of millennial – very informative, and the Job Hunting 101 Tips very helpful to help jumpstart ones job application process just like what the scholars of Santuario de San Antonio parish".* The continuous conduct of customer feedback mechanisms such as, activity evaluation, post evaluation meetings and dialogues with students/alumni and program organizers to assess each activity and being able to communicate results to the school's management to solicit their commitment as the project hinges on administration support.

CONCLUSIONS

The following were the conclusions of the study:

1. There were common types of student career services and programs which the respondents fully implement. These were career expo seminars/professional life skills, company networking, business linkages and partnerships and conducting jobs fair.
2. There were common types of the student career services and placement programs which the respondents do not fully implement. These were job matching program, follow-up on job referrals and career development curriculum/class
3. All the services and programs were satisfactorily implemented by the respondents in terms of personnel, facilities and budget. However, the result of the interview states that the number of staff was limited in relation to services and programs that entail a one on-one sessions.
4. All factors affecting the effective implementation of the career services and placement programs by the respondents were satisfactorily implemented this in turn leads the respondents to agree that their programs develop the expected competencies of the students.
5. There is a strong relationship between the level of implementation of the factors affecting the effective conduct of the programs such as personnel, facilities and budget to the development of student expected competencies stresses how these factors are essential in the career services and placement programs practice.
6. Adapting the best practices of the HEIs and carefully considering the risks, issues and challenges in their conduct of programs will serve as a guide/basis for enhanced programs that will cater to a more successful and quality services. This places students in a work aligned with their career interests.

RECOMMENDATIONS

With these findings, the researcher recommended the following:

1. This study needs a follow-up research utilizing the student respondents as the subject. This is to prove if the implementation of the various student career services and placement programs as organized by the school's Career Services and Placement Office of their respective schools were truly reflective of the competencies, personality and attributes of the students/graduates.
2. Other researchers are encouraged to conduct similar topics for this purpose. This will further determine the other variables that can make or unmake the successful job and career placement, work transitions of every Filipino college graduate from the private HEI's.
3. Higher Education Institutions should identify the difficulties in catering placement program such as integrating the career development in the curriculum so that all activities will be attended well by the students, job matching and follow-up on job referrals since these are the services that were not fully implemented and to find solution to this problem.
4. As a response to the differences in the school profile like the size of the student population, number of satellite offices, number of programs offered, number of office in-charge of the career services and placement, and the job title of the respondents, the DepEd and CHED must be more serious in the implementation of policies/guidelines through a memorandum order that schools should prioritize the establishment of an effective career services and placement programs. Likewise, these schools can become members of the relevant professional organizations such as, Career Development Association of the Philippines (CDAP), Association of Placement Practitioners of Colleges and Universities (APPCU), the Philippine Guidance and Counseling Association (PGCA), international career organizations such as, National Career Development Association (NCDA) and the Asia Pacific Career Development Association (APCDA) for the school and personnel's career development and update to name a few.
5. To appropriately respond to the problem on limited manpower in the delivery of the career functions, the Commission on Higher Education (CHED) should design a new program on the degree/specialization for the Career Services and Placement Practitioners. The lack of knowledgeable and well-trained practitioners is one of the reasons of the respondents why there was a limited number of staff and yet it is very essential factor in every business operations.

6. The schools need to have an aggressive expansion of industry networks and partnerships in both local and international employers through MOA/MOU's. This will lead to more employment opportunities for the graduates.
7. The Placement Practitioners should seriously adapt the recommended on-line/technology-driven programs such as O'net*Online, Kuder, Kalibrr, edukasyon.ph, etc. to speed up process and learning of students.
8. The Placement Practitioners must possess the creativity and foresight in the implementation of various services and programs and must continue to conduct feedback mechanism to all the stakeholders.

ACKNOWLEDGEMENT

Our life's journey is filled with experiences where people in very unique ways and beautiful selves have contributed to the completion of this noble task. They are remembered and cherished in whatever time and space they are; thanks to all.

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FORMS

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MOTIVATIONAL IMPLICATION OF THE FACULTY PERFORMANCE EVALUATION OF BOHOL ISLAND STATE UNIVERSITY

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ABSTRACT

This study was to ascertain the motivational implications of the faculty performance standards used by Bohol Island State University (BISU). It sought to determine the respondents' profile; level of motivation in terms of leadership styles, organizational climate, reward/recognition system, and structure of work; the teaching performance as evaluated using the QCE evaluation instrument of the National Budget Circular (NBC) 461 during the period 2010-2013. The study was conducted in the six campuses of BISU. There were 150 permanent faculty members respondents. The instruments used to gather data were the Descriptive and Inquire Mode Questionnaire. Findings revealed that demographic style of leadership was the dominant style demonstrated by BISU administrators. There was a high level of motivation among BISU faculty members in relation to the leadership style of the administrators, the organizational climate, the reward/recognition system, and the structure of work; teaching performance was very satisfactory. Significant relationship exists between the level of motivation of BISU faculty members on the aspects of leadership style, organizational climate, reward/recognition system, and structure of work and their teacher performance. It is concluded that the respondents were highly motivated with the democratic style, the organizational climate, the reward/recognition, and the structure of work. As to teaching performance, their high motivation impels them to perform very satisfactorily. The researchers recommended of improving working environment and condition of the teachers in all campuses to motivate them, thus increasing their performance and review policies to balance faculty teaching load, research and extension workloads to improve structure of work.

Keywords: Bohol, Evaluation, Faculty, Implication, Motivational, Performance, University

INTRODUCTION

Work motivation is an important topic for scholars and managers alike because of its effect on performance in the workplace. Performance is said to be the outcome of work (Sanyal and Biswas, 2014), and performance appraisal is the tool used in performance management to gauge such outputs. Performance evaluation is conducted to provide an accurate measure of how well a person is performing the task or job assigned to him/ her. Therefore, a careful evaluation of an employee's performance can uncover weaknesses or deficiencies in a specific job skill, knowledge, or areas where motivation is lacking. Hence, this study has been undertaken to determine the motivational implications behind the NBC 461 QCE evaluation instrument among the faculty members of the six (6) campuses of Bohol Island State University.

STATEMENT OF THE PROBLEM

The study aimed to ascertain the motivational implications of the faculty performance standards used by Bohol Island State University (BISU) during the school year 2016-2017. Specifically, it was directed to answer the following specific problems:

1. What is the profile of Bohol Island State University permanent faculty members in terms of:
 - 1.1 age;
 - 1.2 sex; and
 - 1.3 teaching experience in BISU?
2. What is the leadership style of the administrators?
3. What is the level of the respondents' motivation in terms of the following motivational aspects:
 - 3.1 leadership styles;
 - 3.2 organizational climate
 - 3.3 reward/recognition system; and
 - 3.4 structure of work?
4. What is the respondents' teaching performance as evaluated using the QCE evaluation instrument of the National Budget Circular (NBC) 461 during the period 2010-2013?
5. Is there a significant difference between the respondents' level of motivation in the aspects of leadership styles, organizational climate, reward/recognition system, and structure of work based on their profile?
6. Is there a significant relationship between the respondents' level of motivation and teaching performance?
7. What is the motivational implication of the performance standards to the respondents' teaching performance?

The hypotheses of the study were: there is no significant difference between the respondents' level of motivation in the aspects of leadership styles, organizational climate, reward/recognition system, and structure of work based on their profile, and there a no significant relationship between the respondents' level of motivation and teaching performance.

METHODOLOGY

The nature of inquiry requires the utilization of the Descriptive Documentary Method using two standard questionnaires. It is descriptive in the sense that it determines causal relationships between level of motivation and teaching performance. The respondents were the one hundred fifty (150) permanent faculty members of the six (6) campuses of Bohol Island State University (BISU). It is also documentary because it uses the data of the QCE rating of the faculty members during the school year 2010-2013. The instrument used was a questionnaire. The first part of the questionnaire was researcher-made. This would get the demographic profile of the faculty members of the six (6) BISU campuses. The second part was the level of the motivation of BISU faculty members in terms of leadership style, organizational climate, reward system, and structure of work adopted from different studies. Questions were modified and re-phrased in order to suit the condition of the study. The Leadership Style questionnaire was patterned from Linjuan (2010); the Organizational Climate was from Sukumar (2010); the Reward System and Structure of Work were from Employee Climate Survey of Gallup (2016).

The respondents' profile was organized through computed percentage while their level of motivation and--- teaching performance was determined through the computed weighted and simple means, respectively. The difference among respondents' level of motivation in the aspects of leadership styles, organizational climate, reward/recognition system, and structure of work based on their profiles was determined by computing the z-test and one-way analysis of variance. Finally, to determine the significant degree of relationship between the level of motivation of the respondents and their teaching performance, the Pearson Product Moment Coefficient of Correlation.

REVIEW OF LITERATURE

Effective management of human resources is necessary for any organization to achieve high performance. Motivation represents a key element of employee performance and productivity, making it a central part of human resource management (Berman, Bowman, West, & Van Wart, 2010). The Theory of

Hierarchy of Needs by Maslow (1954), cited by Cherry, 2016) has gained a lot of support from motivation and management scholars over the years. Managers and leaders who understand this motivational theory are in a better position to nurture their employees as they go through different motivational hierarchy stages.

There are four factors that exist in every organization and determine the levels of motivation of the staff, whether positive or negative (Tracy, 2013). These four factors are (1) leadership style, (2) the organizational climate, (3) the reward/recognition system, and (4) the structure of the work.

Equity theory directly addresses the issue of money in the workplace and plays a key role in determining the impact of reward for performance programs. Equity theory states that individuals assess their work contributions and rewards relative to other employees and alter their behavior according to their perception of equitable treatment (Adams, 1965 updated 2016 by Mind Tools). To have a positive impact on work motivation, reward systems must be perceived as fair by employees.

Performance evaluation is the appraisal of the accomplishment of the employees of an organization. The determination of organizational effectiveness which is the degree to which objectives of an organization are achieved is of basic importance to management. The contribution of each employee in attaining these objectives is the extent to which he has achieved. Therefore, performance evaluation is the assessment of the achievement of objectives. As suggested by Ivancevich (2010), it is just a matter of being able to select the best evaluation approach for both the employees and managers to agree upon, which is a critical decision for everyone concerned, if properly performed, performance evaluations can contribute to organizational objectives and employees' development and satisfaction, which are just a few of the goals of performance management.

In Bohol Island State University, one of the performance evaluation tools used to assess the attainment of its objectives is the National Budget Circular (NBC) 461. This study concentrates on the Qualitative Contribution Evaluation (QCE). It is the process of determining of a faculty candidate for the particular rank and sub-rank indicated by the result of the application of the Common Criteria for Evaluation (CCE), another aspect of NBC 461.

Several studies are cited to support this study. The results of the study entitled "Study of Work Motivation among Kuwaiti Employees" by Alduaij (2013) show that Kuwaiti employees in general have high level of work motivation; There were statistically significant differences in the work motivation related to the variable of gender in favor for male employees; There were no statistically significant differences in the work motivation due to age.

Sankari, Ghazzawi, El Danawi, and El Nemar (2015) on their study "The Effects of Demographic Attributes on Work Outcomes: A Study of the Lebanese Labor Market" seek to explore the relationships between demographic variables and work outcomes, specifically it is common knowledge that demographic variables like age or gender may have some influence on work outcomes such as motivation, job commitment, career advancement, and even sector preferences. It was found out that males showed less organizational commitment than females; younger and inexperienced employees do not believe that firms are providing satisfactory career advancement opportunities; experienced personnel show more motivation than inexperienced one.

FINDINGS

Out of one hundred fifty (150) respondents, 29.33% or forty-four (44) were within the 35-44 bracket. This was followed by 55-64, 25-34, and 45-54 with the corresponding frequency: thirty-nine (39) (26%), thirty-four (34) (22.67%), and thirty-three (33) (22%), respectively. Ninety-eight (98) or 65.33% respondents were females while fifty-two (52) or 34.67% were males. Forty-seven (47) (31.33%) of the respondents have taught BISU for 10-19 years; forty-two (42) (28%) served 9 years below; thirty-one (31) (20.67%) served 30-39 years; twenty-eight (28) or 18.67% served 20-29 years; while only two (2)

or 1.33% for 40 years and above. Democratic style of leadership was dominant among BISU administrators with the highest weighted mean of 3.01. As to level of motivation, respondents had high level of motivation with democratic, transformational and transactional leadership styles; organizational climate also gained high level of motivation. The average weighted mean of reward/recognition system was 2.92 or high. BISU faculty members were highly motivated with the structure of work. Sixty-nine (69) or 45% of the respondents got 90-94% or “Very Satisfactory. Fifty-two (52) or 35% obtained a 95-100% rating which means “Outstanding”; Sixteen (16) (11%) got 80-84% or Fair; and thirteen (13) (9%) obtained 85-89% or Satisfactory. This performance was evaluated using the QCE;

There was no significant difference between the respondents’ level of motivation in the aspects of leadership styles, organizational climate, reward/recognition system, and structure of work based on their age, sex, and teaching experience in BISU.

There is a significant relationship between the level of motivation of BISU faculty members on the aspects of leadership styles, organizational climate, reward/recognition system, and structure of work and their teaching performance.

There are motivational strengths on the aspects of leadership styles, organizational climate, reward/recognition system and structure of work to the performance standards (QCE) of the teachers. Structure of work is the most motivationally associated aspect to teaching performance. Likewise, democratic and transformational leadership was favored by a majority of the faculty. This style increases their productivity.

SUMMARY

Guided by the statement of the problem, this research study determined the leadership style of the administrators; level of the respondents’ motivation; respondents teaching performance; significant difference between the respondents’ level of motivation; significant relationship between the respondents’ level of motivation and teaching performance; and motivational implication of the performance standards to the respondents teaching performance. The respondents of this study were the one hundred fifty (150) permanent faculty members of Bohol Island State University: 65.33% were females, and 34.67% were males; 29.33% were within the 35-44 bracket, followed by 55-64 (26%), 25-34 (22.67%), and 45-54 (22%); 65.33% respondents were females while 34.67% were males; 31.33% of the respondents have taught BISU for 10-19 years; 28% served 9 years below; 20.67% served 30-39 years; 18.67% served 20-29 years; while only 1.33% for 40 years and above. Democratic style of leadership was dominant among BISU administrators. As to level of motivation, respondents had high level of motivation with democratic, transformational and transactional leadership styles; organizational climate, reward/recognition system and structure of work also obtained high level of motivation; 45% of the respondents got 90-94% or “Very Satisfactory, 35% obtained a 95-100% rating which means “Outstanding”, 11% got 80-84% or Fair, and 9% obtained 85-89% or Satisfactory. There was no significant difference between the respondents’ level of motivation in the aspects of leadership styles, organizational climate, reward/recognition system, and structure of work based on their age, sex, and teaching experience in BISU. There is a significant relationship between the level of motivation of BISU faculty members on the aspects of leadership styles, organizational climate, reward/recognition system, and structure of work and their teaching performance. There are motivational strengths on the aspects of leadership styles, organizational climate, reward/recognition system and structure of work to the performance standards (QCE) of the teachers

CONCLUSIONS

In the light of the findings, the following conclusions were drawn:

Bohol Island State University leaders are participative since they understand that there is no organization without its people. They effectively delegate tasks to subordinates and give them full control and

responsibility for those tasks, and encourage their subordinates to become good leaders. BISU faculty members are inspired to work with this kind of leadership. Because of the good working environment, decent and fair rewards/recognition system and even structure of work in the university, faculty members deliver effective performance and productivity. The faculty considered these as motivating factors to perform best in their tasks. Furthermore, age, civil status, educational attainment, sex, and years of experience of employees are not effective determinants of their level of motivation. It is more on teamwork within the organization, its environment, working condition and its workers. When motivation is high, the teaching performance is also high. Once an individual is highly motivated, he/she performs his job efficiently. If not motivated, one does not perform well.

RECOMMENDATIONS

Based on the findings of the study, the following are recommended:

1. There should be more conducive working environment and condition of the teachers in all campuses to motivate them to increase/improve their performance.
2. Reward/recognition system of the university should be enhanced by developing a faculty exchange program with local and international universities to expand faculty and staff horizons and enhance teaching and service capabilities.
3. A review of the university's policies to balance faculty teaching load, and research and extension workloads to improve structure of work should be implemented.

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STRATEGIC USE OF PRESUPPOSITION TRIGGERS IN PHILIPPINE NEWSPAPERS EDITORIAL HEADLINES

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ABSTRACT

Newspapers are considered highly accessible through the use of the internet and its authenticity provides language teachers a valuable instructional material. Likewise, by studying closely and carefully the genre-specific nature of headlines, language teachers could lead students in a more careful judgment or judicious evaluation of media discourse, or of newspaper editorial headlines in particular. Through conducting a discourse analysis of selected headlines, taken from the electronic versions of editorials of the top three broadsheets in the Philippines (Philippine Daily Inquirer, The Philippine Star, and Manila Bulletin), the paper aimed at examining whether certain presupposition triggers can be found in Philippine newspapers editorials headlines that enable the potential ability of editorial headlines to draw reader's attention and to elicit insights by creating well-founded conditions for reading processes to occur. The results of the study revealed that the most commonly used presupposition trigger was existential presupposition trigger, which suggests an invariable quality of Filipino editorial headlines. This was followed by lexical, structural, and factive presupposition triggers, which highlight the collectivist nature of the Filipino culture that account to the high-context and reader-responsible characteristics of Philippine editorial headlines. In contrary, non-factive and counterfactual presupposition triggers were found to be not employed in the selected corpus. Lastly, use of definite descriptions, factive verbs, implicative verbs, aspectual predicates, temporal clauses, and *wh-form* are some of the identified linguistic items that generate the presupposed meaning in a text.

Keywords: discourse analysis, editorial headlines, linguistic items, Philippine newspapers, presupposition triggers

INTRODUCTION

Newspaper editorials which are subgenre of the newspaper type are of particular significance in news discourse (Bell, 1991). Editorials especially editorials of criticisms are written to deliberately influence the social cognition of their readers by making use of different persuasion and argumentation strategies and devices. In other words, topical or controversial issues are usually tackled in newspaper opinion texts in such a way that they present opinions to alter readers' existing point of view or to further strengthen readers' point of view that coincides with the writer's view. Van Dijk (1995b) claims that opinion can be traced back to a more universal and culturally motivated knowledge, like shared attitudes, ideologies, norms and behaviors.

In particular, headlines in editorials which serve as an introductory fragment of a fully discussed main text, perform multiple functions. Van Dijk (1988) explained that headlines and leads can be categorized as the "summary" of the news reports. Moreover, headlines can function as the background of the main content of the story and they can serve to promote details of the story. However, Dor (2003) argues that newspaper headlines have two functions, one is, semantic function which focuses in reference to the text, and the other is pragmatic function which centers on the reader to whom the text is addressed. These two functions are synchronized, the semantic function being encompassed and vindicated by the pragmatic function. On the other hand, Bell (1991) argues that the main function of headlines as part of news rhetoric is to attract the reader. Likewise, Nir (1993) also believes that headlines serve to attract the attention of the reader and to provoke the reader to read the whole story. Thus, apart from introducing the topic and encapsulating the content of the news text, drawing readers' attention and influencing mindset

of readers by highlighting information the writers expect readers to remember can be said to be the major functions of newspaper headlines.

Given the nature of newspaper editorial headlines, the strategic use of presuppositions can be an effective way of achieving these goals. Presupposition as one of the properties of language use has been defined as those “taken-for-granted, implicit claims inherent in the explicit meaning of a text or utterance” (Richardson, 2007, p.63). In another description, Levinson (1983) defines presupposition as “the common ground” entrenched in an utterance which is taken for granted by the addressee. Moreover, presupposition possesses dichotomous definition that of semantic and of pragmatic. Semantic presuppositions hinge on the meaning of the words written/spoken to trigger presupposed information (Schmid, 2001), while pragmatic presuppositions as Caffi (1993) asserts, cannot be drawn from the meaning of words, or in something already acknowledged; instead they exist in something that the speaker or writer had activated, or in something which is assumed as such. Thus, presuppositions allow speakers and editorial writers, in particular to make prerogatives without actually explicitly emphasizing them in their texts. As Huckin (2002) believes, presuppositions provide writers with some kind of linguistic strategy that can be used at word/phrase level to influence mindset of readers. This manipulative quality of presupposition is no doubt a dependable persuasive device in media discourse which writers can readily exploit, especially in newspaper editorials headlines wherein evaluations, stance and position about news events already reported in the newspapers are offered (Van Dijk, 1995).

STATEMENT OF THE PROBLEMS

In line with the background of the study, the present study acknowledged the potential ability of editorial headlines to draw reader’s attention and to elicit insights by creating well-founded conditions for reading processes to occur. Thus, the problems of the study are formulated as the following:

1. What are the presupposition triggers present in the headlines of the top three Philippine newspapers’ editorials?
2. How do presupposition triggers generate presupposed meanings behind the headlines of Philippine newspapers’ editorials?

REVIEW OF LITERATURE

Several studies have been conducted along presupposition triggers of editorial headlines. For instance, the use of presupposition in American and Persian newspaper editorials were made by Bonyadi and Samuel (2011). Findings of the study showed some genre-specific features of editorials wherein it indicated that non-factive verbs and nominalization were the most frequently employed presupposition triggers. Also, similar study was conducted by the same researchers in 2013 on newspaper editorials of Tehran Times and The New York Times where they found that certain types of presuppositions, namely existential and lexical, were often used by writers in the two papers, while implicative verbs were found to be the least preferred presupposition types in the two sets of the headlines. Furthermore, Khaleel (2010) has analyzed the use of presupposition in newspaper which focuses in news stories. In this study, Khaleel concludes that existential presupposition is the most common presupposition trigger used in texts which aims to expose of the existence of event or subject.

In local context, Dayag (1997) conducted a study on speech acts performed by newspaper editorials published in three broadsheets circulated in the Philippines. The study observed similarities between Philippine English and American English in the use of more assertives than declaratives. Also, Gustilo (2002) study on the differences in the structure of news leads in American English and Philippine English showed the preference of both varieties of English to summary leads with who, what, and when as the most frequently used elements and who as the most heavily used starting element. In addition, a different study completed by Dayag (2004a) examined the discourse structure of newspaper editorials in Philippine English in terms of their macrostructure and their lexico-grammatical features. The study pos-

ited that the discourse features of the editorials manifest the interactive nature of the texts. Moreover, in a separate study conducted again by Dayag (2004b) focused on the phenomenon of evidentiality in Filipino and Philippine English newspaper editorials; the study revealed a widespread use of inferentials in newspaper editorials compared to presumptives. Dayag claimed that this is due to the aim of editorial writers to keep the interpretative and evaluative nature of editorials. Lastly, Tonio's (2018) contrastive textual analysis of selected online mainstream and alternative Philippine editorial newspaper headlines revealed that minimal difference in the use of presupposition triggers was observed in both online mainstream and alternative Philippine editorial newspaper headlines. Existential trigger was identified as the most frequently used presupposition, both in mainstream and alternative newspaper.

METHODOLOGY

To perform this inquiry, purposeful sampling was applied to collect data since the study focused only on headlines of editorials of criticism. Editorial headlines included in the corpus was identified using the classification proposed by Hall (2001). Editorials of criticism aimed at censoring current controversial policies and decisions by the newspaper board were considered in the present study due to its more persuasive and argumentative power than the other types of editorial that the use of presupposition is likely to occur.

Furthermore, since the paper made use of descriptive method of research which describes the qualitative data based on the theory to find out the result of the research, thirty (30) electronic versions of editorial headlines culled from the three top known broadsheets in the Philippines (10 from Philippine Daily Inquirer, 10 from The Philippine Star and 10 from Manila Bulletin) were selected. Only 30 samples were considered since the aim of the present study is to provide in-depth description of the presupposition triggers employed in Philippine newspaper headlines which according to Patton (2001), limiting the number of respondents in qualitative studies is not aimed at generalizing but clarifying the idea.

Finally, discourse analysis was utilized to analyze the data where a set coding parameter based on the theory of presupposition given by Yule (1996) and Huang (2007) was employed.

Coding Parameter for the Classification of Presupposition Trigger (Yule, 1996; Huang, 2007)

Types of Presupposition	Descriptions
Existential Presupposition	(1) The presupposition is categorized as existential when the utterance is in possessive constructions with any definite noun phrase. (2) Definite descriptions are observed pointing out existence of entities. (3) This kind of presupposition has lexical triggers that focus on proper names, possessives, 'this'- and 'that'-clauses, and 'wh'-phrase.
Factive Presupposition	(1) The presupposition is considered factive if the presupposed information is followed by a verb that can be treated as a fact. (2) It has lexical triggers like factive verbs either epistemic/cognitive (know, aware, odd) or emotive (regret, realize). (3) Factive presuppositions may arise from the use of factive NPs such as <i>the fact/knowledge that, be proud that, be indifferent that, be glad that, be sad that, be sorry that</i> .
Non-factive Presupposition	(1) This type of presupposition has an utterance which was assumed not to be true. (2) This kind of presupposition is triggered by certain verbs of prepositional attitude like 'dream', 'imagine', and 'pretend' suggesting that what follows is not true.
Lexical Presupposition	(1) The use of one form with its asserted meaning is conventionally interpreted with the presupposition that another (non-asserted) meaning is understood. (2) This presupposition was triggered by; a.) implicative predicates like manage, succeed, b.) aspectual/change of state predicates like stop, continue, forget or aspectual modifiers such as 'climbing' and 'reaching' involve preconditions that one is not already there at the time. Most verbs signifying actions (to use standard aspectual terminology, accomplishments and achievements) carry presuppositions that the preconditions for the action are met; c.) Iterative verbs like return, restore, repeat, to comeback; d.) Iterative adverbs like again, too, anymore, another time, for the nth time) belongs to this type of presupposition. Iteratives occur in other syntactic classes (e.g. the determiner 'another', and, relatedly, the noun modifier 'other'), and may even be seen as extending below the lexical level to the morpheme 're-'.
Structural Presupposition	(1) The presupposition can be treated as structural when parts of the structure are already assumed to be true. (2) A presupposition is considered structural if it triggered by the following: a.) temporal clauses like since, during, after, whenever, while, before; b.) cleft sentences like an it-cleft ; c.) pseudo-cleft sentences; d.) wh-form- If the sentence is in wh-form, it will be conventionally interpreted with the presupposition that the information after the wh-form is already known to be.
Counterfactual Presupposition	(1) A presupposition is counted as counterfactual presupposition when complex or compound sentences formed with connectives either 'or' or 'if'; (2) Counterfactual conditionals are considered as triggers of this type. A conditional structure of this type presupposes that it is not only 'not true', but is the opposite of what is true, or 'contrary to fact'.

FINDINGS

The analysis of the selected editorial headlines of the *Philippine Daily Inquirer*, *The Philippine Star* and *Manila Bulletin* showed that presupposition, indicated by (>>) was realized through certain different presupposition triggers described below.

Presupposition in Philippine Daily Inquirer editorial headlines

A textual analysis of the headlines in the Philippine Daily Inquirer (PDI) editorials revealed that editorial writers used presupposition triggers to arrive at presuppose meanings. The kinds of presupposition triggers used in the PDI headlines included structural, existential and lexical. Table 1 enumerates the types of presupposition triggers used in the PDI headlines.

As table 1 shows existential presupposition is the common presupposition used in PDI headlines, followed by lexical presupposition and lastly, structural presupposition. PDI headline (1) presupposes that there is war on poverty in the country which was triggered by the wh-form, classified as a structural trigger. It further presupposes that poverty has long been known to the readers and that the country confronts poverty even before.

PDI headline (2) presents the word off-track as a trigger, which presupposes that foreign policy exists. The trigger off-track is a definite description categorized as existential. It points out the existence of foreign policy by describing it. PDI headline (3) and headline (4), on the other hand, are similar in headline (2) since both are introduced by descriptive words happy and bad as existential triggers. Both descriptive words presuppose that slaughter and script exist. In headline 3 – happy slaughter, further presupposes the sarcasm/irony of the statement attached to the headline which pertains to the increasing number of extrajudicial killings in the country, while headline 4 – a bad script, presupposes false story to cover real events and such story or script (like what movie scripts are products of imagination) is so unbelievable or too ordinary or usual that it is considered bad.

PDI headline (5) uses the presupposition triggers out and ignorance which lead to its presupposed meaning that there is trap. The word out is classified as lexical presupposition trigger while ignorance is descriptive, thus existential. Lexical trigger ‘out’ is an aspectual/change of state predicate which presupposes someone/something was trapped in ignorance before. On the other hand, descriptive word ‘ignorance’ which is an existential trigger highlights that a trap is present in the form of ignorance. PDI headline (6), (7), and (8) employ existential triggers like definite descriptive words and phrases not rule of law, learned, and political. The headlines presuppose that whim, lessons and payback existed or happened. In particular, headline 6 presupposes that someone’s whim is not considered as rule of law and that rule of law is known to the reader.

Table 1. Types of presupposition trigger in the Philippine Daily Inquirer editorial headlines

No.	Type	Editorial Headline	Presupposition
1	Structural	What about war on poverty?	>> There is war on poverty.
2	Existential	Off-track foreign policy	>> There is foreign policy.
3	Existential	Happy slaughter	>> There is a slaughter.
4	Existential	A bad script	>> There is a script.
5	Lexical	Out of the ignorance trap	>> One was in the ignorance trap before. >> There is a trap.
6	Existential	Whim, not rule of law	>> Someone has a whim. >> There exists rule of law.
7	Existential	Lessons learned	>> There are lessons.
8	Existential	Political payback	>> There is payback.
9	Lexical	Held back by SC	>> Something was retrained. >> There exist SC >> SC has authority to held back something. >> Something was not held before
10	Existential	An ‘incredibly brazen’ killing	>> There is killing going on.

PDI headline (9) shows the use of lexical presupposition trigger held back. The verb refers to the aspectual predicate which presupposes that something was restrained and that this condition is not true before which means that this something is permitted or unrestricted before. The headline further presupposes that SC exists and it holds authority to held back something. Lastly, headline (10) presupposes that there is killing by displaying the definite description ‘an incredibly brazen’ to trigger the existence of the activity. The descriptive phrase also presupposes the nature of the killing which suggests that the killing went on without being noticed or was deliberately overlooked by the concerned authority.

Presupposition in The Philippine Star editorial headlines

Table 2 reveals the types of linguistic items that trigger presupposition in The Philippine Star (TPS) editorial headlines. TPS headline (1) presupposes that there is narco politics and this operates before by displaying the word stopping. The verb ‘stopping’ refers to aspectual/change of state predicate which signify that the action carry presupposition that the preconditions for the action are met. On the other hand, TPS headline (2) uses existential presupposition trigger no justice which served as direct description of the massacre victims, thus presupposing the existence of this concept. It further presupposes that the massacre victims are seeking for justice and this justice is not delivered. TPS headlines (3) and (4) employ lexical presupposition triggers: come out and resetting. The first lexical trigger is an aspectual verb which presupposes that someone is hiding and this someone has a story to tell. It also further presupposes that there is a story which can only be heard when that someone reveals himself. The next lexical expression ‘resetting’ is classified as an iterative verb that presupposes repetition of an action ‘set.’ It also presupposes existing ties, which in the context of the Philippines refers to the relationship of the country to the United States. Moreover, the presupposition trigger forwards an idea that there will be changes in the current relationships of the two countries. TPS headlines (5), (6), and (7) present existential presupposition triggers: second chance, breeding, and a promise, all three are definite descriptions. However, headline (5) puts forward an idea that Misuari was given a chance before or a certain action was repeated. Also, being given a second chance implies an underlying message that Misuari is someone influential or important that a chance was given for the second time. Headline (6) presupposes the existence of impunity in the country, but the word used by the writer ‘breeding’ also presupposes a negative attribute attached to impunity. It further presupposes that impunity is something not practiced in the country but now is slowly becoming an observable norm of the society. In contrast, headline ‘A promise to God’ presupposes two messages, one is that God is an acknowledged entity and that someone made a promise. TPS headlines (8) and (10) both use lexical linguistic items setting and sustaining that trigger presuppositions: an old pace existed and that an old pace was replaced by a new pace; and there is growth. Lastly, TPS headline (9) shows a presupposition trigger worst places which is classified as existential (definite description) since it points out the existence of places for driving.

Table 2. Types of presupposition trigger in The Philippine Star editorial headlines

No.	Type	Editorial Headline	Presupposition
1	Lexical	Stopping narco politics	>> There are narco politics. >> Narco politics operate before.
2	Existential	No justice for the massacre victims	>> There are massacre victims. >> Justice is not served.
3	Lexical	Come out and tell your story	>> Someone has to reveal himself. >> Someone has story to tell. >> Someone is hiding. >> There is a story.
4	Lexical	Resetting ties	>> There are existing ties.
5	Existential	Second chance for Misuari	>> Misuari was given a chance before. >> There is someone named Misuari.
6	Existential	Breeding impunity	>> Impunity is being practiced.
7	Existential	A promise to God	>> There is God. >> Someone made a promise.
8	Lexical	Setting a new pace	>> There is an old pace.
9	Existential	Worst places for driving	>> There are places for driving.
10	Lexical	Sustaining growth	>> There is growth.

Presupposition in Manila Bulletin editorial headlines

The types of presupposition trigger used in Manila Bulletin (MB) editorial headlines are presented in Table 3. It can be observed that MB headlines use other types of presupposition triggers like structural and factive which are not present in PDI and TPS headlines. Moreover, it can be noted that MB headlines were found to be of full sentences which made them less striking and less persuasive than the headlines in PDI and TPS.

MB headline (1) presents existential presupposition lexical trigger these to point out the existence of dark times in the country. The headline further presupposes the nature of Filipinos to be religious in times of trouble and problems by using advent candles to signify hope among Christians. MB Headline (2) presupposes that there are pollsters and there was US fiasco that happened by displaying the lexical presupposition trigger should learn. This verb phrase refers to the aspectual predicate involving preconditions that one is not already there at the time or to be specific, Filipino pollsters must not commit the same mistakes that led to US fiasco. In contrast, MB headline (3) employs factive presupposition trigger in the form of the implicative verb notes, presupposing that China visit was made and US is someone interested in this activity, while MB headline (4) shows structural presupposition trigger will have, a temporal clause, signaling that a part of the structure is already assumed to be true, which in this case presupposes that there are visa changes. MB headline (5), on the other hand, uses factive presupposition trigger which is classified as emotive factive, realize. The emotive presupposition trigger produces factive presuppositions that the President cannot do it alone and there is a President. Moreover, MB headlines (6), (7), and (8) employ existential presupposition triggers by using direct or definite descriptions like SAF families, sovereignty, and SSS plan, thus presupposing the existence of the following entities. MB headline (9) shows structural presupposition trigger by using a temporal clause when deportations begin which generate the presuppose meaning, deportations will begin. The temporal clause presupposes that the information imbedded in the clause is assumed to be true. Lastly, MB headline (10) presents lexical presupposition trigger in the form of aspectual verb need, which presupposes the existence of drug addicts and rehabilitation. Also, it puts forward the idea that drug addicts are not rehabilitated at the time, thus stating a precondition that is not yet met.

Table 3. Types of presupposition trigger in Manila Bulletin editorial headlines

No.	Type	Editorial Headline	Presupposition
1	Existential	Advent candles for these dark times	>> Philippines is experiencing dark times.
2	Lexical	Our pollsters should learn from US fiasco	>> US fiasco happened. >> There are pollsters.
3	Factive	US notes positive side in China visit	>> China visit was made.
4	Structural	Visa changes will have repercussions	>> There are visa changes.
5	Factive	President realizes he can't do it alone	>> There is a President. >> The President cannot do it alone.
6	Existential	The SAF families just want closure	>> There are SAF families. >> Someone is expected to provide closure
7	Existential	Sovereignty unresolved but we must be thankful for fishing rights	>> There are fishing rights. >> There is an issue on sovereignty.
8	Existential	Hopes up for pension hike with SSS plan	>> There are people with SSS plan.
9	Structural	Many will need help when deportations begin	>> Deportations will commence.
10	Lexical	Drug addicts need rehabilitation	>> There are drug addicts >> Rehabilitation exists

Table 4 tabulate the various linguistic constructions identified in the selected editorial headlines of the Philippine Daily Inquirer, The Philippine Star and Manila Bulletin. It appears that editorial writers of the three broadsheets utilize different types of linguistic items as source of presupposition. Editorial writers made more frequent use of existential presupposition trigger with 16 frequency counts (53.33%), followed by lexical presupposition trigger with 9 counts (30%), structural 3 counts (10%), and factive 2 counts (6.67%). Also, it should be noted that the selected editorial headlines in this study did not employ non-factive and counterfactual presupposition triggers.

Table 4. Summary of presupposition triggers identified in Philippine newspaper editorial headlines

Existential	Factive	Non-factive	Lexical	Structural	Counterfactual	Total
16	2	0	9	3	0	30
53.33%	6.67%	0	30%	10%	0	100%

DISCUSSION

The analysis of the selected editorial headlines in the Philippine three top broadsheets reveals that editorial writers employ different presupposition triggers and by using these linguistic items, editorial writers put forward subtle influence in the reader's interpretation of facts and events. This claim supports Schmid (2001) assertion that discourse writers extend their opinions obscured as truths through the use of presuppositions. Also, the analysis presented shows that existential presupposition is the most frequently used category and it further indicates an invariable quality of editorial headlines. The simple constructions through the use of definite noun phrases, allows existential presupposition to commit to the existence of mentioned entities. Likewise, the use of existential presupposition seems appropriate since it aims to depict the presence of certain subject or event. According to Bhatia (1993), the ability of nominal expressions to facilitate succinct reference to new concepts and ideas made them one of the most commonly used expressions associated with different specialized genres. The unique qualities of headlines like capturing the entirety of the content of the editorials and prompting reader's curiosity (Reah, 2002) allow existential trigger to be the easiest tool at writer's disposal to provide details willingly ascribed for by the editorial readers. It can then be argued that the consistent and popular use of existential presupposition in newspaper editorial headlines can be attributed to its ability to reject challenges and remonstrance from its addressee (Schmid, 2001).

In addition, it was revealed that Filipino editorial writers seem to prefer the use of lexical, structural and factive presupposition triggers. The use of lexical presupposition triggers allows editorial writers to provide additional information and at the same time make the headlines as short as possible. Also, through lexical presupposition triggers, editorial writers may activate readers' prior knowledge of the news issue to the extent that readers can be motivated to get into the details of the stories. As Van Dijk (1988) explained, language users highly depend on their universal knowledge, background knowledge, and shared knowledge to reach to an acceptable elucidation of a text. Semantic and pragmatic knowledge which are part of the readers' cognition of their language assume a crucial role in interpreting cues and markers in the headline in particular and in the text in general. Thus, using their semantic and pragmatic knowledge, readers can relate them to their schema and by applying it to existing contexts readers can decipher the idea behind the text and comprehend the message offered by the writer. Moreover, the tendency of Filipino editorial writers to relatively rely lightly on the use lexical, structural and factive presupposition triggers highlights the collectivist nature of our culture which account to the high-context and reader-responsible characteristics of our editorial headlines. Likewise, editorial writers tend to depend on the ability of the readers to understand underlying messages by using shared background information.

Lastly, the lack of use of non-factive and counterfactual presupposition triggers might suggest the editorial writers' intention to prevent a sense of uncertainty towards the topic or issue discussed. This is somehow expected due to the nature of editorial of criticism to find faults especially with methods or policies or intentions that are relatively divisive. Thus, one of the objectives of an editorial writer is to offer solid claims that are resistant to refutation and challenge which of course, indicative of the presence of certain political, ethical and ideological messages in editorial texts.

CONCLUSION

Based on the analysis carried out on the selected editorial headlines, the following conclusions were made:

1. The most commonly used presupposition trigger was existential presupposition trigger, followed by lexical presupposition trigger, structural and factive. Meanwhile, non-factive and counterfactual presupposition triggers were found to be not employed in the selected corpus.
2. Use of definite descriptions, factive verbs, implicative verbs, aspectual predicates, temporal clauses, and wh-form are some of the particular linguistic items that generate the presupposed meaning in a text.

RECOMMENDATIONS/PEDAGOGICAL IMPLICATIONS

In the light of the findings of the study, it is then recommended that:

1. Language teachers should lead their students to systematically explore media discourse in general and editorial headlines in particular by identifying the common presupposition triggers employed and its manner to generate presupposed meanings;
2. Analysis of editorial headlines may be done in classroom setting which can serve as a tool for consciousness raising among students as well as teachers in such a way that presupposed information should be treated no less than significant when writing or reading news articles;
3. Students must learn to exercise critical analysis of presupposition triggers to help them identify the writer's ideological motives for writing, thus enabling them to appraise responsible reporting and reading. As Bekalu (2006) warned, presupposed information is treated as relatively less significant can itself be extremely important. Presupposed meanings can itself lure uncritical readers to accept presupposed ideas on the assumption that these concepts are held true by everyone.
4. A deeper awareness of how headlines are used to manipulate the reader's understanding will enable students to examine newspaper headlines in view of its pragmatic and semantic meanings.

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COUNT THEM IN! INCLUSION OF PERSONS WITH DISABILITIES IN A DIVERSIFIED WORKFORCE: A TRANSFORMATIVE MIXED-METHOD STUDY

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ABSTRACT

This study aimed to gather significant inputs from organizations in the context of hiring, retention, practical and policy strategy towards the formulation of hiring and retention action plans for PWDs. Research design is mixed-method sequential transformative. Data were gathered through surveys, interviews, and focused group discussions by using validated tool and questionnaire. Purposive sampling method was utilized. Participants are in Central Luzon, Region III, Philippines who have first-hand engagement in the employment of PWDs. Ninety eight (98) organizations were consulted being represented by HR Officers and Managers with 161 employed PWDs. The study utilized SPSS in generating descriptive and correlational statistics. Qualitative data undergone data analysis. Results are being divided into the degree of expressing agreement in hiring and retention of workers with disabilities, and the degree of expressing rating on practical and policy strategies. Chi-square test reveals that there is a significant relationship of the type of disabilities amongst the employed PWDs and organizations with PWDs' inclusivity at $r(98) = 98.000, p < 0.01$; nature of work environment at $r(98) = 94.519, p < 0.01$, and job titles of employed PWDs at $r(98) = 445.957, p < 0.01$. Summary of findings resulted to barriers and solutions in hiring and retention of PWDs. Barriers identified were, lack of awareness, incompetency amongst PWDs, costly, lack of institutional inclusivity policy, and loss of productivity. Solutions are financial support and subsidies, capability building, institutional inclusivity policy, partnership between industry & government, and improvement of the existing non-discrimination law especially on inclusivity.

Keywords: workplace diversity, inclusion and accommodation, persons with disabilities, hiring, retention, practical and policy strategies

INTRODUCTION

Workplace diversity refers to the variety of differences between individuals in an organization. It does not only include how individuals identify themselves but also how others perceive them. It encompasses race, gender, ethnic groups, age, religious affiliation, sexual orientation, citizenship status, military service and mental and physical conditions, as well as other distinct differences among people (Dyson, 2017). Indeed, it seems that managing a diversified workforce is a big challenge nowadays for organizations. Challenges may appear, but it is inevitable. For the upcoming years, industries paying much more concern in managing a diversified workforce will serve a competitive advantage and an avenue towards a multifaceted platforms for further growth and development. This study will hope to provide significant insights to better acknowledge the participation of PWDs in nation building, especially within the context of revolutionizing the economy as catalysts of change and significant manpower contributors in building a strong organizational foundations and success towards profitability and growth. Persons with disabilities refer to individuals who suffer long-term physical, mental, intellectual or sensory impairments, which upon interaction with various barriers, may hinder their full and effective participation in the society on an equal basis with others (WHO, 2011). Working with PWDs creates magnitude of benefits for industries such as improve job morale and corporate culture. It can also increase consumer market revenue; can help reduce employee turnover, and have a positive influence on those enduring

lesser conflict (Perriello, 2015). Organizational platforms must now be open to all, most especially for those who are often neglected and abandoned like PWDs due to stereotyping resulting to discrimination. The principle of inclusion then for PWDs in the workplace will be a good start to break the said mantle of discrimination. Inclusion is the achievement of a work environment in which all individuals are treated fairly and respectfully. They should have equal access to opportunities and resources so they can contribute fully to the organization's success (Society for Human Resource Management). Inclusivity of PWDs in the workplace is always an issue even up to this point in time due to the fact that industries nowadays are still occupied with many fears such as fear that PWDs lack necessary skills, abilities and other significant characteristics; fear of litigation associated with terminating PWDs; fear that it will lower productivity and entail higher costs, and others (Unger, 2002). In addition, people with disabilities have lower employment rates than persons without disabilities in developing countries (Mizunoya and Mitra, 2012), like for instance, here in the Philippines, based from the column of Imperial (2017) in VERA Files cover issue, among the 1.4 million Filipino PWDs, 85% of them remains uneven in the context of work (Census of Population, 2010). Definitely, there are still a lot of things to weigh and consider in order for the aforementioned fears and gaps to be solved pertaining to the inclusion of PWDs in the workplace. Continued research is needed to better understand how each of these factors contributes to heightened employment equity and opportunity for individuals with disabilities (Bruyere, 2003). Schools, industries, government and non-government sectors and PWDs themselves must work together towards the formulation of policies and programs that in the end all will benefit most especially the vulnerable ones, PWDs.

STATEMENT OF THE PROBLEM

This study aimed to understand the dynamics and perspectives of organizations regarding inclusion or accommodation of persons with disabilities in the workplace towards the formulation of hiring and retention action plans, specifically, it sought to answer the following questions:

1. How may the profile of organizations as participants be described in terms of:
 - 1.1 Nature of work environment
 - 1.2 Type of disabilities of presently employed persons with disabilities (PWDs)
 - 1.3 Job titles of presently employed persons with disabilities (PWDs)?
2. Is there a significant relationship between the type of disabilities of employed PWDs and number of organizations with inclusion and accommodation of PWDs per province, nature of work environment and job titles of employed PWDs?
3. What are the first three (3) reasons of the participants ranked by the proportion of expressing agreement in relation to:
 - 3.1 Reasons of employers in not hiring persons with disabilities, and
 - 3.2 Reasons of employers in not retaining persons with disabilities.
4. What are the first three (3) strategies of the participants ranked by the proportion of expressing rating in relation to:
 - 4.1 Practical strategies in hiring and retention of workers with disabilities, and
 - 4.2 Policy strategies in hiring and retention of workers with disabilities?
5. What are the collective subject of responses and perspectives of the participants pertaining to hiring, retention, practical and policy strategies for PWDs?
6. How may the results of the study be interpreted once analyzed and merged in terms of:
 - 6.1 Barriers in hiring and retention of workers with disabilities, and
 - 6.2 Solutions in hiring and retention of workers with disabilities?

Null Hypothesis (Ho)

The researcher hypothesized the following with .05 level of significance:

There is no significant relationship between the type of disabilities of employed PWDs amongst the considered organizations and:

- a. Number of organizations employing PWDs per province,
- b. Nature of work environment, and
- c. Job titles of employed PWDs.

REVIEW OF LITERATURE AND STUDIES

This study analyzed and weighed different literatures and studies towards a much developed and improved sets of ideas from varied areas of interests set forth by respective authors regarding diversity and inclusion of PWDs in the context of work.

The Impact of Workplace Diversity in Organizations by Dike (2013), explored and studied companies managing a diversified workforce together with the consequences attached to the company's existence, as well as examining the challenges that comes with employees from diverse cultural backgrounds. Five companies in Finland and Ghana have been studied. The result shows that workplace diversity plays an important and effective role in some companies; however, results of the study found that if there will be inadequate mentoring and guidance will result to poor productivity. In addition, the researcher also noted that workplace diversity will result to a revolutionize production if fair and just treatment will be observed in the implementation of its processes towards further organizational success and development. Comparison between big and small companies also resulted from the said study wherein big companies seem to be more passionate in dealing with workplace diversity while small companies do have difficulty in effectively managing the issue of a diversified workforce within their organizational soil. Saxena (2014), on her study entitled, "Workforce Diversity: Key to Improve Productivity," critically analyzed and assessed workforce diversity and its impact on productivity in an organization. By examining different literatures and studies, the researcher found that workforce diversity is considered a strength in an organization; but due to challenges attached to it that people do consider in terms of their views, and the issue of diversity in the workplace is still a problem. The researcher also added that even though diversity in the workplace is sometimes prone to challenges. There are still many individuals inside the organization who are positive regarding workforce diversity, and if managed properly it can definitely revolutionize productivity. Levosada (2017) pertaining to the employment of PWDs reiterated that as provided in the law in the Philippines, equal employment opportunity shall be given to PWDs in the selection process based on qualification standards for an appointment to a position in government and requirements set by employers in private corporations. They shall also be subject to the same terms and conditions of employment, compensation, privileges, benefits, incentives, or allowances as an able-bodied person. In addition, accommodation of PWDs should not impose undue or disproportionate burden, but must ensure the exercise of equal opportunity for PWDs in all fundamental rights. In relation to the inclusion and recognition of PWDs in the workplace, a study was made by Sellevol (2016), from where he investigated the experiences of disabled people in the job search process using the social model of disability. The study sample consists of seven people with disabilities and one employer within the framework of a social model of disability from where the social understanding of disability focuses on the person's environment and how these surroundings might be disabling from where disabled people seek jobs in an environment where there is little room to be disabled, and that they might be limited in what jobs they pursue due to experiences in the past. It was also noted from the study by the researcher that disabled people desire to be seen as ordinary workers without any needs for special adaptations in order to pursue a position where there is a greater chance of succeeding in finding and gaining employment. Kaye, Jans and Jones (2011) surveyed human resource professionals and supervisors working for employers known or reputed to be resistant to complying with the American Disability Act's employment provisions. Attendees of employer-requested ADA training sessions were asked to assess various possible reasons that employers in general might not hire, retain, or accommodate workers with disabilities and to rate strategies and policy changes that might make it more likely for employers to do so. Results as cited by respondents, the principal barriers to employing workers with disabilities are lack of awareness of disability and accommodation issues; concern over costs, and fear of legal liability. With regard to strategies, employers might use to increase hiring and retention; respondents identified increased training and centralized disability, and accommodation expertise and mechanisms. Public policy approaches preferred by respondents include no-cost external problem-solving, subsidized accommoda-

tions, tax breaks, and mediation in lieu of formal complaints or lawsuits. Tacadao and Narido (2016) on their working paper studied the employment profile of Persons with Disabilities (PWDs) in selected regions in the Philippines. The 150 respondents emanated from a quota sampling were selected and surveyed on their profile such as employment, sources of income, trainings acquired and job search experiences. The key findings are: (a) the leading occupation among PWDs are within the sectors of health professionals and elementary occupations, as well as in clerical works; (b) education and training are critical factors in getting a satisfactory job; (c) PWDs rely to their friends and family in job search; (d) there are companies that mainstream the employment of PWDs; (e) that government organizations plays an important role in ensuring the inclusion of PWDs in the workplace, and (f) there is a notable need to strictly implement laws and policies together with raising awareness on PWD inclusion and employment. Indeed, managing a diversified workforce seems a challenge but for as long as there will be an open modification to systems and policies, it can eventually create a magnitude of significant benefits for organizations. Inclusion of PWDs in the workplace is a good start to further meet the challenges of an inevitable diversity in the workplace. Sad to say, there are just a minimal percentage for those who get hired and landed on a comfortable working platform for this group of minority. PWDs in the workplace are not yet been fully embraced and practiced. Other organizations still see them as liabilities than precious manpower. In line with these, an in-depth understanding about them-PWDs could be further attained through consultation with organizations having direct engagement with PWDs pertaining to inclusivity and providing reasonable employment accommodations. In this way, the provisions and development of further programs and policy for this group of minority will be given emphasis and importance as what then this study aimed for, the formulation of a hiring and retention plans for PWDs. Based from the studies and literatures reviewed and considered, there is indeed a need to formulate a multi-sectoral approach in the inclusion and accommodation of PWDs in the workplace. Working as one in the development of strategic policies and programs must be prioritized. Furthermore, as what this study also aimed for, consultation from different organizations must be done towards better understanding on inclusion and accommodation issues of PWDs in the workplace, and later on to formulate strategies and policies that will empower and acknowledge the skills of PWDs in the field of work.

METHODOLOGY

This study is a mixed-method sequential transformative research from where collection of data are done either way around and then integrated during interpretation (Terrell, 2012); which further allows the researchers to give voice to diverse perspectives; better advocates for participants, and to better understand a phenomenon or process (Creswell, 2003). Data were gathered through surveys, focused group discussions and interviews focusing on the subject matter. The researchers made use of research documents from different literatures, foreign and local in the conceptualization of this study. Validated research instruments are also utilized to gain verifiable and credible information. Consultations were made as to the application of industry mapping and profiling of those organizations who have direct engagement to persons with disabilities' inclusivity and accommodation in the context of work. This study involved organizations whether private or public who have engagement for PWDs' inclusivity and provisions of reasonable accommodations in the context of work within the provinces of Aurora, Bataan, Bulacan, Nueva Ecija, Pampanga, Tarlac and Zambales, Central Luzon, Region 3. PWDs accommodated are classified as qualified persons with disabilities in which with reasonable accommodations can perform the essential functions of employment position that such individual holds or desires (RA 10524). Through an in-depth mapping and series of consultation, 98 organizations were identified and consulted being represented by 82 Human Resource Officers and 16 Managers. Total number of employed persons with disabilities from the consulted 98 organizations is 161. Purposive sampling was utilized in this study. The researchers examined and considered a population with units of interest, having some kind of characteristics that are not common (Lund Research, 2012). In this case, organizations who have direct engagement on inclusivity and with reasonable accommodations in the workplace for persons with disabilities were sought. Research instruments used were validated interview questionnaires and the Pacific ADA Center Employer Training Questionnaire from where proper coordination and exchange of communication was sought towards approval. The study utilized Statistical Package for Social Sciences (SPSS) version 20 software in generating descriptive and correlational statistics. Demographic profiles

were presented using frequencies and percentages. interview statements properly validated, undergone data analysis, analyzing the existence and frequency of data through the application and guidance of the following data analysis processes; formulating research questions; operationalizing variables; and creating a coding scheme and quantifying the codes towards the formulation of themes. Coding was made through descriptive and in vivo pertaining to the relationships, similarities, differences and frequency of data being provided by the participants.

FINDINGS

1. Profile of the participants in terms of nature of work environment, type of disabilities and job titles of employed PWDs

Noticeable huge percentages on the nature of work environment for organizations served as participants employing PWDs are in manufacturing with 17 or 17.3%, followed by local government with 14 or 14.3%, distribution and selling with 12 or 12.2%, BPOs with 7 or 7.1% and manpower services with 7 or 7.1%. Remaining 42 % are in banking, production, hospital, school, foundation, hotel and casinos, contractor businesses, logistics, health and wellness, consultancy, food services, security, theme and recreation, transportation and lending. Type of disabilities of employed PWDs coming from the respective organizations considered are orthopedic with 64 or 40%, followed by deaf-mutes with 43 or 26.5% and visually impaired with 29 or 17.9%, the rest of the disabilities are speech, psychosocial, cross-eyed, muscular disability, congenital bone deformity, polio, dwarfism, hearing disability, inborn fingerless and chronic illness with 15.6% in totality. Huge percentages of job titles on the other hand for employed PWDs are office staff with 32 or 19.9%, massage therapists with 24 or 14.9%, admin clerks with 24 or 14.9%, customer service representatives with 21 or 13%, manufacturing personnel with 14 or 8.7% and production operators with 10 or 6.2%. The remaining 22.4% are utility personnel, secretary, assembly staff, machine operators, instructors, cleaner, recruitment staff, dishwasher, service crew, internal security, accounting staff, messenger, maintenance staff, cashier, branch manager and project officer. There are organizations that mainstream the employment of PWDs (Tacadao & Narido, 2016), good to see that somehow PWDs in Central Luzon are being provided employment opportunities or are given with reasonable accommodations in the context of work as what is being reflected above most especially in the field of manufacturing, in government offices which is expected (RA 7277), distribution and selling, manpower services and business process outsourcing (BPOs). But the data, considering the population of PWDs seeking for work is considered to be small portion of those who want to land on regular jobs, Colella and Bruyère (2011) even mentioned that in terms of employment and participation on the labor market, persons with disabilities are still considered underemployed group of workforce and even viewed as disadvantaged (OECD, 2010). Getting to a much decent and traditional jobs for PWDs is still a struggle considering certain limitations or medical conditions, some are still depending on the support of families and assistance from the government (Quilalang, 2019). There are still things to be done. Most organizations should realize that PWDs do also have potentials and could also be an asset and become a productive member of the working sector. Organizations must ensure to exercise equal employment opportunity for PWDs in all its fundamental rights (Levosada, 2019), PWDs' talents, capacity and experience can also lead them to become excellent employees benefitting in the end; the growth and productivity of the organization. There is indeed a call to work as one in coming up with programs and policies intended for PWDs' inclusivity in the workplace, may the challenge be accepted by all towards embracing diversity and acknowledging everyone's part in nation building and development.

2. Correlation of the type of disabilities of employed PWDs and organizations with PWDs' inclusivity per province, nature of work environment and job titles of employed PWDs

Table 1 shows the correlation of the type of disabilities of employed PWDs and organizations with PWDs' inclusivity per province, nature of work environment and job titles of employed PWDs. Chi-square test further reveals that there is a significant relationship of the type of disabilities amongst the employed PWDs and organizations with PWDs' inclusivity at $r(98) = 98.000$, $p < 0.01$; nature of work environment at $r(98) = 94.519$, $p < 0.01$, and job titles of employed PWDs at $r(98) = 445.957$, $p < 0.01$.

Therefore, the results rejected the null hypothesis set in this study that there is no significant relationship of the type of disabilities of employed PWDs and organizations with PWDs’ inclusivity per province, nature of work environment and job titles of employed PWDs. The results shows that the type of disabilities amongst employed PWDs, organizations employing or with reasonable accommodations for PWDs as well as the nature of work and job titles of presently employed PWDs are interrelated with one another. In order for organizations to provide accommodations to PWDs, location plays a pivotal role. Those organizations whose economic power is seen or the place revolutionized business growth and development have the capacity to provide employment largely including those in the minority sectors like the PWDs. Although the region of residence in the study of Boman et al. (2013) had a small impact on the employment rate of people with disabilities, it is undoubtedly be accepted the reality that with higher output and positive economic growth, firms tend to employ more workers creating more employment and effectively uplifting public services as well as facilitating higher living standards (Pettinger, 2017). Generations of more job and livelihood opportunities are expected if the place is a hub for economic opportunity and growth which means that more investors come leading to more jobs and more development, increasing confidence and tends to encourage firms to take risk and innovate. If there will be no growth and development, no additional jobs and livelihood opportunities are produced. Once employment opportunities are observed and guaranteed, jobs for all are attainable including for PWDs. PWDs applying for work then must be given significant considerations as to what kind of position, task and even role they will play inside the organization based on a certain criteria and requirements being set by the hiring agency, suiting PWDs’ skills and abilities in order to produce quality of work. The results supported the study of Boman et al. (2013) that different disabilities were considered potential important or essential factors that affects employment whether in terms of opportunities and provision of status or position. It was also noted from the study that the barriers towards entering labor market for people with disabilities vary depending on the type of disability (Clausen et. al, 2004). Effective placement in employment of job seekers with disabilities must be done making the best possible match between their qualifications, interests and expectations and the requirements of enterprises, as indicated in the job descriptions and job specifications for particular vacancies. Almost all jobs can be performed by someone with a disability, if given the right environment, most people with disabilities can be productive, but as documented by several studies, both in developed and developing countries, working age persons with disabilities experience significantly lower employment rates and much higher unemployment rates than persons without disabilities (Houtenville et al., 2009). Heron (2005) pointed out that organizations must religiously conduct job matching process, requiring good quality information about job seekers with disabilities to determine experience, skills, interests and general capacity. The process also requires good quality information about jobs, including the specific tasks to be performed, the standards of performance required, the conditions under which the work is performed and the organizational setting in which the work takes place.

Table 1 Correlation of Type of Disability and Organizations Per Province, Nature of Work & Job titles

Type of disabilities amongst employed PWDs and its relationship to:	Chi-Square	Cramer’s V	Asymp. Sig. (2-tailed)	Decision
Organizations employing PWDs per province	98.000a	1	.000**	Reject Ho
Nature of work environment	94.519a	0.982	.000**	Reject Ho
Job titles of employed PWDs	445.957a	0.48	.000**	Reject Ho

n = 98 ; *p<0.05 ; **p<0.01

3. Reasons of the participants ranked by the proportion of expressing agreement in terms of employer’s hiring and retention of workers with disabilities

Table 2 shows the results of the generated first three (3) reasons why employers do not hire persons with disabilities. First three (3) reasons ranked by the proportion of expressing agreement why employers do not hire persons with disabilities based from the weighted mean value together with the variation or dispersion of the data in a set or the standard deviation (SD) were, they rarely see people with disabilities applying for jobs at 3.05 mean score and with SD of .817, followed by, they are concerned about the extra time that supervisors or co-workers will need to spend to assist workers with disabilities at 2.59 mean score with SD of .872 and they can’t ask about a job applicant’s disability, making it hard to assess

whether the person can do the job at 2.57 mean score with SD of .786. The results of the generated first three reasons for why employer do not hire persons with disabilities with specific verbal description or interpretation are as follows: they rarely see people with disabilities applying for jobs as “Agree”; they are concerned about the extra time that supervisors or co-workers will need to spend to assist workers with disabilities as “Disagree”, and they can’t ask about a job applicant’s disability, making it hard to assess whether the person can do the job as “Disagree.” The findings shows that the participants are in agreement that in spite that they do accommodate PWDs in the context of work, they still rarely see PWDs applying for jobs. Many people with disabilities were skilled, capable and keen to work, but these things are tested sometimes due to other factors leading PWDs towards loss of self-esteem, feeling of inferiority, and lack of interest and motivation in looking for jobs. Ohikuare (2018) even mentioned on her newsletter entitled, “How to Navigate Common Concerns When Job Hunting With Disability” that common challenges are being experienced by PWDs in job seeking, top ones noted are the ability to apply for jobs, mobility issues, and due to potential prejudice by the hiring companies. In addition, Loprest and Maag (2001) also pointed out that the difficulties in looking for work are widespread and encountered by persons with disabilities, and that the most frequently cited reasons for being discouraged from looking for work are lack of appropriate jobs available in line with disability, no ease in job seeking like transportation matters, and persons with disabilities who have the most difficulty looking for jobs are those who have less education or who are lacking recent work experiences. The disagreement of the participants whether they are concerned about the extra time that supervisors or co-workers will need to spend to assist workers with disabilities and they can’t ask about a job applicant’s disability, making it hard to assess whether the person can do the job are expected due to the fact that the organizations served participants on this study do have first-hand engagement in the inclusion and accommodation of persons with disability, which means that the participants have credible and confident stand on the inclusivity of PWDs in the context of work because of active participation, experience, and involvement.

Table 2 Hiring Reasons

Hiring Reasons	Mean	S.D.	Verbal Interpretation
They rarely see people with disabilities applying for jobs.	3.05	0.817	Agree
They are concerned about the extra time that supervisors or co-workers will need to spend to assist workers with disabilities.	2.59	0.872	Disagree
They can’t ask about a job applicant’s disability, making it hard to assess whether the person can do the job.	2.57	0.786	Disagree

Table 3 shows the generated first three (3) reasons why employers do not retain workers with disabilities. First three reasons (3) ranked by the proportion of expressing agreement why employers do not retain workers with disabilities through weighted mean value together with the variation or dispersion of the data in a set or the standard deviation (SD) were, they are concerned about attitudes of co-workers toward the worker with a disability at 2.43 mean score and with SD of .837, followed by, they can’t ask about a worker’s disability, making it hard to assess whether the person can still do the job at 2.27 mean score and with SD of .819, and they are worried about the cost of providing “reasonable accommodations” so that workers with disabilities can do their jobs at 2.27 weighted mean with SD of .903. The generated three reasons of the participants why employer do not retain workers with disabilities stated as: they are concerned about attitudes of co-workers toward the worker with a disability; they can’t ask about a worker’s disability, making it hard to assess whether the person can still do the job, and they are worried about the cost of providing “reasonable accommodations” so that workers with disabilities can do their jobs falls within the category description as “Disagree” meaning, the participants are not in agreement or have reservation with the mentioned reasons. The justification of the participants is expected because they have first-hand engagement in PWDs inclusivity and experience in hiring and retention of workers with disability is embedded in organizational policy and program. It is justifiable to see that organizations who are not open for inclusion and accommodation viewed PWDs in the workplace as costly or expensive as supported by Kaye, Jans and Jones (2011) in their study, the cost of accommodations served a critical element that needs to be resolved and addressed, not to mention the facilities and additional benefits needed. That is why it is important that multi-level stakeholders must work together most especially through the help of the government (Bruyere, 2003) to address barriers in the employment for people with disabilities.

Table 3 Retention Reasons

Retention Reasons	Mean	S.D.	Verbal Interpretation
They are concerned about attitudes of co-workers toward the worker with a disability.	2.43	0.837	Disagree
They can't ask about a worker's disability, making it hard to assess whether the person can still do the job.	2.27	0.819	Disagree
They are worried about the cost of providing "reasonable accommodations" so that workers with disabilities can do their jobs.	2.27	0.903	Disagree

4. Strategies of the participants ranked by the proportion of expressing rating in relation to practical and policy strategies

Table 4 shows the first three (3) practical strategies of the participants ranked by the proportion of expressing rating in hiring and retention of workers with disability. First three practical strategies (3) generated through weighted mean together with the variation or dispersion of the data in a set or the standard deviation (SD) were written guidelines for dealing with workers with disability at 3.7 mean score and SD of .578, more or better training on disability issues for supervisors and managers at 3.65 mean score and SD of .611 and a written company policy of non-discrimination that includes disability at 3.61 mean score and SD of .741. The generated practical strategies by the participants concerning the hiring and retention of workers with disabilities stated as: written guidelines for dealing with workers with disability; more or better training on disability issues for supervisors and managers, and a written company policy of non-discrimination that includes disability falls within the category description as **"Somewhat helpful"** meaning, the said strategies ranked by the proportion of expressing rating by the participants are necessary in hiring and retention of workers with disabilities. Written company policy on non-discrimination will serve as a guiding tool that establishes a foundation of mutual respect that can also eliminate potential liability concerning employment practices (Mayhew, 2019). Through a written guidelines for dealing with workers with disability, employees are provided standards in uplifting right conduct and harmonious relationship that later on promote acceptance and understanding on employee diversity. Aside from company policy and written guidelines regarding non-discrimination, more trainings on disability issues for supervisors, and managers must also be looked into. By having capability training as what Baker and Moon (2008) suggested in their study, for managers and supervisors on disability, acceptance, commitment, support, and enhancement of communication skills are expected to revolutionize awareness and eradicate discrimination. Company policy and guidelines, capability training, as well as organization-wide consultations are important strategies to consider proving later on management's commitment to disability (Clark, 2013). These will further result in improving and developing an overall progressive and inclusive work environment that assures an appreciation of employee diversity (Bruyere, 2003). By working as one together with multi-sectoral approaches (Dike, 2013), workplace accommodations or inclusions will be better understood, valued and hoped to dismantle employment discrimination and stereotypes regardless of what challenges may come.

Table 4 Practical Strategies

Practical Strategies	Mean	S.D.	Verbal Interpretation
Written guidelines for dealing with workers with disability.	3.7	0.578	Somewhat helpful
More or better training on disability issues for supervisors and managers.	3.65	0.611	Somewhat helpful
A written company policy of non-discrimination that includes disability.	3.61	0.741	Somewhat helpful

Table 5 shows the first three (3) policy strategies of the participants ranked by the proportion of expressing rating in relation to hiring and retention of workers with disabilities. First three (3) policy strategies generated through weighted mean together with the variation or dispersion of the data in a set or the standard deviation (SD) were a trial initial employment period for workers with disabilities at 3.4 mean score and SD of .756, a government program to pay for or subsidize reasonable accommodations for workers with disabilities, including equipment and any needed help with job-related tasks at 3.39 mean score and SD of .869 and salary subsidies for workers with disabilities at 3.35 mean score and SD

of .839. The generated three policy strategies by the participants ranked by the proportion of expressing rating stated as: a trial initial employment period for workers with disabilities; a government program to pay for or subsidize reasonable accommodations for workers with disabilities, including equipment and any needed help with job-related tasks, and salary subsidies for workers with disabilities fall within the category description of “**Somewhat helpful**” meaning, these policies will be beneficial in the welfare of persons with disability most especially in the context of employment hiring and retention. Indeed, there must be a multilevel approach in accommodating employees with disabilities (Bruyere, 2003& Dike, 2013). The government for example as one of the stakeholders plays a very important role in providing policy strategies from where all are expected to adhere to support and help workers with disabilities most especially in the context of workplace inclusivity. Salary subsidies, external mediation services and individual experts to assist and hopefully solve disability issues or any job related concerns without cost to the employer are beneficial to hiring organizations; solving somehow the issue of high maintenance and risk factor issues in the accommodations of workers with disabilities. Trial employment period for workers with disabilities is also a good strategy to consider, by having a trial employment period for workers with disabilities, it will gives employees the opportunity to see if they are fit for the role and culture they are in as well as to lower hiring risks for organizations (Stringfellow, 2019). Multi-stakeholder approach in workplace inclusivity amongst PWDs on the mentioned strategies above is definitely needed, most especially in designing and formulating an effective strategies concerning any financial and employment assistance concerns among PWDs. All stakeholders must work hand in hand as what Dike (2013) suggested to consult different sectors like industries, schools, government and non-governmental sectors on the skills and qualifications needed or expected from PWDs as well as the necessary programs to be considered that will further uplift or improve the quality of life most especially for persons with disability. May such effort to formulate programs and policies for PWDs be extended to all involved and build a massive approach in inclusivity building eradicating discrimination and just embracing diversity.

Table 5 Policy Strategies

Policy Strategies	Mean	S.D.	Verbal Interpretation
A trial initial employment period for workers with disabilities.	3.4	0.756	Somewhat helpful
A government program to pay for or subsidize reasonable accommodations for workers with disabilities, including equipment and any needed help with job-related tasks.	3.39	0.869	Somewhat helpful
Salary subsidies for workers with disabilities.	3.35	0.839	Somewhat helpful

5. Collective subject of responses and perspectives of the participants emanated from the conducted interview pertaining to hiring, retention, practical, and policy strategies

Collective other reasons emanated from the interview results for why employer do not hire persons with disabilities were, lack of necessary skills and abilities amongst PWDs; it lessens productivity and affects quality of work; employers and employees are not well equipped in dealing with the needs of PWDs; there is a direct discrimination due to disability; additional liabilities for the company and hiring of PWDs is costly; entails high risk factors and maintenance in terms of safety and health; poor awareness advocacy on inclusivity and accommodation of PWDs in the workplace; no further employment opportunities & rarely see PWDs applying for job, and standards or rules of organizations are not inclusivity-friendly. Collective other reasons why employer do not retain workers with disabilities on the other hand were, inability or failure to deal with the needs of PWDs; standards and policies inside organizations are not inclusivity bound for PWDs; lack of necessary skills and abilities to meet the demands of work; it is costly; high risk factors and maintenance concerning safety and health of PWDs; loss of quality of work resulting to poor productivity; direct discrimination due to disability; loss of trust and confidence for PWDs due to employer's dissatisfaction; PWDs' behavioral and attitudinal concern, and due to some employer's personal considerations. Furthermore, collective other practical strategies suggested by the participants from the conducted series of interviews were capacity building for PWDs in the context of training; education and series of enhancement programs; formulation of guidelines and policy regarding inclusivity inside the organization; capability training and education for employers and employees concerning inclusivity; enhancement of inclusivity awareness program across organizations whether or not there is accommodation for PWDs; establish support groups or inclusivity advocacy offices inside

organizations; partnership between government and organizations to formulate motivational programs regarding inclusivity of PWDs in the context of work through the help of diversity specialist whether to include industry citations or recognitions, and provide additional tax breaks and creation of more job opportunities. Lastly, collective other policy strategies suggested by participants were the following: 1) Ratification of existing discrimination law most especially in the context of inclusivity of PWDs in the workplace; 2) Mandatory inclusion and accommodation of PWDs in the workplace; 3) Partnership or collaboration of government and industry to formulate an effective hiring and retention programs for PWDs; 4) Government subsidies or financial assistance; 5) Free education and training for PWDs; 6) Thorough implementation of inclusivity awareness programs nationwide; 7) Mandatory compliance of organizations to undergo inclusivity education, orientation and establishment of support offices for further licenses and permit approval or issuance; 8) Creation of more job and livelihood opportunities for PWDs, and 9) Additional tax breaks or benefits for employers embracing inclusivity and accommodation of PWDs.

6. Interpretation of results once analyzed and merged

Data resulted from the validated adapted questionnaire and interview guide were analyzed and merged. The said data undergone series of stages during analysis and interpretation. Through the principle of merging in mixed-method, significant themes resulted to barriers and solutions in the inclusion of PWDs in the workplace. Barriers identified then were, lack of awareness, incompetency amongst PWDs, costly, lack of institutional inclusivity policy, and loss of productivity. Solutions are financial support and subsidies, capability building, institutional inclusivity policy, partnership between industry & government, and improvement of the existing non-discrimination law especially on inclusivity.

CONCLUSION

Noticeable huge percentages on the nature of work served as participants are in manufacturing, followed by local government, distribution and selling, BPOs and manpower services. Chi-square test further reveals that there is a significant relationship of the type of disabilities amongst the employed PWDs and organizations with PWDs' inclusivity; nature of work environment, and job titles of employed PWDs. First three (3) reasons ranked by the proportion of expressing agreement why employers do not hire persons with disabilities were, they rarely see people with disabilities applying for jobs (Agree), followed by, they are concerned about the extra time that supervisors or co-workers will need to spend to assist workers with disabilities (Disagree), and they can't ask about a job applicant's disability, making it hard to assess whether the person can do the job (Disagree). First three reasons (3) ranked by the proportion of expressing agreement why employers do not retain workers with disabilities were, they are concerned about attitudes of co-workers toward the worker with a disability (Disagree), followed by, they can't ask about a worker's disability, making it hard to assess whether the person can still do the job (Disagree), and they are worried about the cost of providing "reasonable accommodations" so that workers with disabilities can do their jobs (Disagree). First three practical strategies (3) generated as "somewhat helpful" were, written guidelines for dealing with workers with disability, more or better training on disability issues for supervisors and managers and a written company policy of non-discrimination that includes disability. Furthermore, the generated three policy strategies by the participants ranked by the proportion of expressing rating as "somewhat helpful" are: a trial initial employment period for workers with disabilities; a government program to pay for or subsidize reasonable accommodations for workers with disabilities, including equipment and any needed help with job-related tasks, and salary subsidies for workers with disabilities. Collective other reasons why employer do not hire persons with disabilities were, lack of necessary skills and abilities amongst PWDs; it lessen productivity and affects quality of work; employers and employees are not well equip in dealing with the needs of PWDs; there is a direct discrimination due to disability; additional liabilities for the company and hiring of PWDs is costly; entails high risk factors and maintenance in terms of safety and health; poor awareness advocacy on inclusivity and accommodation of PWDs in the workplace; no further employment opportunities & rarely see PWDs applying for job, and standards or rules of organizations are not inclusivity-friendly. Collective other reasons why employer do not retain workers with disabilities on the oth-

er were, inability or failure to deal with the needs of PWDs; standards and policies inside organizations are not inclusivity bound for PWDs; lack of necessary skills and abilities to meet the demands of work; it is costly; high risk factors and maintenance concerning safety and health of PWDs; loss of quality of work resulting to poor productivity; direct discrimination due to disability; loss of trust and confidence for PWDs due to employer's dissatisfaction; PWDs' behavioral and attitudinal concern, and due to some employer's personal considerations. Furthermore, collective other practical strategies suggested by the participants were, capacity building for PWDs in the context of training, education and series of enhancement programs; formulation of guidelines and policy regarding inclusivity inside the organization; capability training and education for employers and employees concerning inclusivity; enhancement of inclusivity awareness program across organizations whether or not there is accommodation for PWDs; establish support groups or inclusivity advocacy offices inside organizations; partnership between government and organizations to formulate motivational programs regarding inclusivity of PWDs in the context of work through the help of diversity specialist whether to include industry citations or recognitions, and provide additional tax breaks and creation of more job opportunities. Lastly, collective other policy strategies suggested by participants were, ratification of existing discrimination law most especially in the context of inclusivity of PWDs in the workplace; mandatory inclusion and accommodation of PWDs in the workplace; partnership or collaboration of government and industry to formulate an effective hiring and retention programs for PWDs; government subsidies or financial assistance; free education and training for PWDs; thorough implementation of inclusivity awareness programs nationwide; mandatory compliance of organizations to undergo inclusivity education, orientation and establishment of support offices for further licenses and permit approval or issuance; creation of more job and livelihood opportunities for PWDs, and additional tax breaks or benefits for employers embracing inclusivity and accommodation of PWDs. Barriers identified were, lack of awareness, incompetency amongst PWDs, costly, lack of institutional inclusivity policy, and loss of productivity. Solutions are financial support and subsidies, capability building, institutional inclusivity policy, partnership between industry & government, and improvement of the existing non-discrimination law especially on inclusivity.

RECOMMENDATION

In view of the summary of findings and conclusion, the following are recommended:

1. There must be a multilevel approach in dealing with hiring and retention of workers with disabilities meaning, schools, private sectors, government and non-government organizations and persons with disabilities themselves must work as one in designing programs and policies for PWDs' inclusivity in the workplace towards dismantling discrimination and stereotypes.
2. Parties involved may also adapt and consider the Hiring and Retention Action Plans for persons with disabilities made by the researcher anchored on the results of this study.
3. There must be an in-tact profiling of employed persons with disabilities as well as industry mapping providing inclusion and accommodation of PWDs in the workplace in the considered region through the assistance of different stakeholders (Schools, private, government and non-government sectors).
4. Furthermore, future researchers may replicate this study by considering a wider scope of participants, doing comparative, and more correlative and longitudinal analysis from different stakeholders or even applied in different minority groups such as elderly, convicted with crimes and indigenous individuals.

ACKNOWLEDGMENT

The researchers wishes to convey their deepest gratitude to God as source of strength and wisdom as well as sincere appreciation to all individuals, government offices, and private institutions who indeed helped a lot in the completion of this study.

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FACTORS OF COMPASSION FATIGUE AMONG GUIDANCE COUNSELORS

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ABSTRACT

The research was about the compassion fatigue and its contributing factors in guidance counselors. The sample for the study were ninety-two (92) guidance counselors. This study explored factors of compassion fatigue, work-related factors, personality traits, and demographic factors utilizing the following instruments: Professional Quality of Life scale (ProQOLs), NEO PI-R, and Demographic questionnaire. The context for the study was different schools in Central Luzon - Region 3, Philippines. Descriptive statistics and multiple regression stepwise method was utilized in the study. Findings indicated that participants had low levels of burnout and low levels of secondary trauma stress as elements of compassion fatigue. Personality traits of the participants identified include low levels of neuroticism; average levels of extraversion; average levels of openness to experience; high level of agreeableness; and high levels of conscientiousness. Multiple regression stepwise method confirmed that the personality traits neuroticism, extraversion, agreeableness predict burnout with a variability of 40%. Likewise, salary as work-related factor, also predict burnout with a variability of 4.7%. Similarly, personality trait neuroticism is confirmed to predict secondary trauma stress with a variability of 21.9%. Based on the two elements of compassion fatigue, neuroticism was found out to be the best predictor among the personality traits.

Keywords: burnout, compassion fatigue, guidance counselors, personality traits, secondary traumatic stress

INTRODUCTION

Helping professionals are experts that nurture the growth of individuals, as well as address their physical, psychological, intellectual, emotional or spiritual well-being. They strive to help others to live better. These professionals deliver patient care by making a community safer and supporting programs that protect and rehabilitate vulnerable population (Maddocks, 2018). Health care professionals include, social service workers, teachers, attorneys, police officers, firefighters, and clergy. Others are airline and other transportation staff, disaster site clean-up crews, and professionals who offer assistance service to those in need (Stamm, 2010). Mental health practitioners are also considered health care professionals. For instance, guidance counselors are mental health professionals with a conjoint professional identity that encompass knowledge and expertise in educational leadership and mental health to better respond to all students, including those with mental health needs (DeKruyf, Auger, & Trice-Black, 2013).

One of the human development services is counseling. In the Philippines, it continues to struggle due to very opposing conditions and concerns. In addition, there are specific concerns and issues that the guidance counselors encounter in which they are struggling (Abrenica, 2012). In the same manner, guidance counselors' functions are mostly given the work of a discipline officer which is a concern to them (Villar, 2007). Some concerns are tasks related that are not their function in relation to their work like checking of attendance and being assigned to serve as liaison officers (Abrenica, 2012). Furthermore, guidance counselors take on new roles and develop new and competencies to make their impact felt by their different clientele (Abrenica, 2012). Regardless of issues and concerns, guidance counselors are struggling to come across their mandate of multiple functions while trying to assume the role and perform the tasks of guidance and counseling (Paisley, 2001).

Employees in the helping professions are often underpaid and since money equals value in the society, this communicates how little the society values the services these individuals provide (Stemen, 2014). The salary and remuneration among guidance counselors becomes one of the significant issues and concerns for practitioners in the Philippines (Lagon, 2016; Cabalza, 2018; Bailey & Gere, 2018). More so, the number of assigned students, in terms of the counselor-student-ratio is also a concern because the ideal 1:500 guidance counselor-to-student ratio is not usually followed in public schools (Valdez, 2018; Villar, 2007).

Guidance Counselors and Diverse Challenges

Guidance counselors listen to and help individuals with their concerns. To achieve this objective, guidance counselors help their client to become more aware of their intrapersonal skills, and how these can be utilized to resolve the presenting problem (Gladding, 2013). Relative to competencies and techniques, a guidance counselor should possess the right personal attributes and personality that is important to the profession (Lawson, 2007; Thompson et al, 2013). Through the healing process of counseling, guidance counselors tend to provide and share a piece of themselves (Stebnicki, 2009). Counselors often act as though they should be a superhero to take on the heavy responsibility of caring for others, and harbor the belief that they are immune to challenges and stressors (Shallcross, 2013). These personal characteristics and personality traits of guidance counselors can also be attributed to burnout and compassion fatigue (Lent & Schwartz, 2012; Uy & Hernandez, 2015). The following personal characteristics and personality traits can cause a higher level of burnout: age, years of experience, type a personality, idealism, rigidity, neuroticism, and coping style (Lent & Schwartz, 2012). In addition, extraversion and conscientiousness were found to have significant difference in the level of compassion fatigue. Furthermore, very significant difference was observed with neuroticism among personality traits and only was found to predict compassion fatigue (Uy & Hernandez, 2015).

A guidance counselor is not immune to the ills of life any more than an oncologist is immune to the risks of cancer. After all, guidance counselors are humans with personal crisis, pain, embarrassment, and shame which are inevitably reflected unfairly to their profession which adds to the weight of their sorrows (Moffat, 2018). In the same manner, guidance counselors, who are mental health workers are high at risk for professional burnout and they are susceptible to it. This is because on a daily basis, they listen to and support clients through some heavy and distressing issues (Bray, 2018).

Guidance counselors face various challenges that include burnout, vicarious traumatization, compassion fatigue, which can elevate the risks of stress (Tan & Castillo, 2014). Professional burnout has been described as a state of psychological, spiritual, physical, and emotional exhaustion as result from chronic involvement or exposure in human service work, such as that of guidance counselors (Newell & Nelson-Gardell, 2014). Moreover, guidance counselors must have an outlet to replenish and rejuvenate the emotion and energy expended in providing services, otherwise they could experience burnout and exhaustion, and might not give anything more to clients (Shallcross, 2011).

Extant studies on compassion fatigue as an aspect of the quality of life among practicing counselors, especially in the Philippines is limited in the counseling literature (Lawson, 2007; Lawson & Meyers, 2011). Based on the gathered literature, there is only one published research study completed by Uy & Hernandez (2015) who studied the personality traits and the predictor of compassion fatigue among guidance counselors. Therefore, research and exploration on compassion fatigue among guidance counselors in the Philippines is necessary. It is because counseling professionals also have been found susceptible to compassion fatigue (Craig & Sprang, 2010).

Compassion Fatigue

Compassion fatigue was first defined by Figley (1995a) as "cost of caring" among helping professionals who listen to clients' stories of fear, pain, and suffering. It is also the feeling among helping professionals of losing their sense of self to the clients they provide care or service (Figley, 1995a). Figley studied the phenomenon for 10 years and called compassion fatigue a form of burnout, a kind of

"secondary victimization" (Figley, 1983). Likewise, it has also been defined as a functional bearing of witness to the suffering of others (Lawson, 2007).

Stamm (2010) considered compassion fatigue as a negative professional quality of life. The construct of professional quality of life is derived from Figley (1995) the *Compassion Fatigue Self-Test* (CFST; Figley, 1995; Stamm, 2005). Across researches that tested and revised CFST, the refinement of the CFST resulted in the constructs (in the form of subscales) of compassion satisfaction, compassion fatigue, burnout, and secondary traumatic stress. As a result, professional quality of life represents how *an individual feels in relation to their work as a helper* (Stamm, 2010). The feelings associated with quality of life are influenced by both the positive experiences which describe satisfaction, altruism, and fulfillment; and negative experiences which describe frustration, emotional turmoil, and stress.

Stamm (2010) identified two specific components of compassion fatigue which are secondary traumatic stress and burnout. Secondary traumatic stress is emotional threat that comes from close contact with people who had experienced a trauma (Figley, 1983, 1995; Figley & Kleber, 1995; Stamm, 2010). It is also considered an occupational hazard of helping professionals (Bride, Hatcher, & Humble, 2009). Additionally, it is described as being preoccupied with thoughts of individual who are helped (Stamm, 2010). It has similar symptoms as Post Traumatic Stress Syndrome (PTSD; Jenkins & Baird, 2002). Figley (1995) renamed secondary traumatic stress to compassion fatigue to lessen the stigma linked with its name. In addition, Stamm (1995, 2005) argues that burnout is a byproduct of secondary traumatic stress. Burnout is a professional weakening from physical and mental tiredness due to involvement in emotionally challenging interactions which can be developed over time and can damage an individual's outlook (Freudenberg, 1989; Maslach, 2003; Maslach, Schaufeli, & Leiter, 2001). Three factor model of burnout which was identified by Maslach (2003), to further define burnout: (a) emotional exhaustion; (b) depersonalization; and (c) reduced personal accomplishment. Burnout can affect job effectiveness because it is about feelings of hopelessness and difficulties in dealing with work (Stamm, 2010). Burnout is common among helping professionals (Kottler & Hazler, 1996; Norcross & Guy, 2007).

In this study, add-on factors can be attributed to compassion fatigue and its subscales among guidance counselors and this can build up empirical findings in the theory of compassion fatigue. Work-related factors among guidance counselors like counselor-student ratio (Gündüz, 2012; Lambie, 2007; Wilkerson, 2009; Wilkerson and Bellini, 2006; Carell, 2006; McCarthy et al., 2010; Udipi, 2007; Dean, 2014), and years of experience (Hoang, 2014; Lindsay, 2012; Butler and Constantine, 2005) can be related factors to compassion fatigue based on literature. Salary among guidance counselors can be a factor of compassion fatigue because it is one of the issues and concerns that exists in the Philippines (Lagon, 2016; Cabalza, 2018; Bailey & Gere, 2018). However, type of employment does not have support in the literature which can be attribute to compassion fatigue wherein it can be assumed that it is a factor which was explored in this study. Personality traits among guidance counselors can be attributed to compassion fatigue (Uy and Hernandez, 2015; Luck, 2009; Thompson et al, 2013; Lent and Schewartz, 2012) as presented in the literature. All the constructs presented, based on the gathered literature, compassion fatigue and its factors among guidance counselors were explored. The following figure shows the concept diagram of the study:

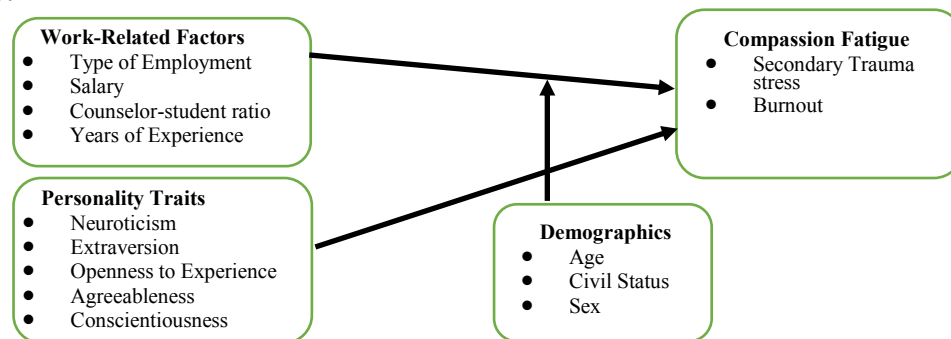


Figure 1: The Conceptual Model on Analyzing the Factors of Compassion Fatigue among Guidance Counselors

Based on gathered literature, the model was conceptualized to explore compassion fatigue among guidance counselors in which work-related factors and personality traits contribute to compassion fatigue. In the given concept model, demographics of guidance counselors can have moderating effect on the relationship between work-related factors, personality traits, and compassion fatigue. In a previous study, age was found to have negative relationship to compassion fatigue (Burnett, 2018), and to its subscale on secondary traumatic stress (Siegel & Schembari, 2015), as well as burnout (Randal, 2007). However, on civil status and sex, there were no identified studies that found moderating relationship with compassion fatigue and this was explored in this study.

STATEMENT OF THE PROBLEM

The research was guided by the following research questions:

1. How may the Guidance Counselors in Central Luzon, Region 3 be described on demographics, work-related factors, personality traits, compassion fatigue in terms of burnout and secondary trauma stress?
2. What factors in work-related and personality traits significantly predict burnout?
3. What factors in work-related and personality traits significantly predict secondary trauma stress?
4. What demographic variables (i.e., age, sex, and civil status) moderate the relationship between work-related factors, personality traits and burnout?
5. What demographic variables (i.e., age, sex, and civil status) moderate the relationship between work-related factors, personality traits and secondary trauma stress?

METHODOLOGY

Guidance counselors in State Universities and Colleges (SUC), Local Colleges and Universities (LCU), Private schools (College, High School, Elementary), and public school (elementary and high school) in Central Luzon – Region 3, Philippines were source of participants in the study. The participants of the study are all identified registered guidance counselors in Central Luzon – Region 3, Philippines. There were ninety-two (92) participants who were identified and included in the study. Table 1 below shows the type of school where the participants are employed. Most of the participants were coming from state universities and colleges having a frequency of 32 with a percentage of 34.8%.

Table 1: Guidance Counselors’ Type of School where they are Employed

Type of School	F	%
State University and College	32	34.8
Local College University	11	12.0
Private School (College)	25	27.2
Private School (HS)	10	10.9
Public School (HS)	11	12.0
Private School (Elementary)	3	3.3
Total	92	100

Instruments

The study utilized a questionnaire about the general demographics of the participants. The self-report form requested the following information from participants: (a) name – optional; (b) age; (c) sex; (d) type of university/college setting (State Universities & Colleges and Local College & Universities); (e) years of experience as guidance counselor; (f) monthly salary; (g) civil status; (h) type of employment; and (i) guidance counselor-student ratio. The ProQOLs was the main instrument of the study. A 30-item self-report instrument that measured compassion satisfaction and compassion fatigue. Compassion fatigue has two subscales which include burnout and secondary traumatic stress. Generally, it comprises of

three subscales distributed to 10 items on each subscale which includes (a) compassion satisfaction, (b) burnout, and (c) secondary traumatic stress. Compassion fatigue is represented by burnout and secondary traumatic stress which are combined (Stamm, 2010).

The original version of ProQOL was developed in English. It is translated into 27 languages, like Finnish, French, Filipino, German, Hebrew, Italian, Japanese, Spanish, and Croat. The tool uses a 5-point Likert-style format wherein participants are requested to give their rating on each items based on their professional life. The following are the responses options which are “5 = Very Often,” “4 = Often,” “3 = Sometimes,” “2 = Rarely” and “1 = Never.” Each scale based on the instrument has 10 items. To score each dimension, researchers first need to reverse score items 1, 4, 15, 17, and 29 wherein the summation of each element define the level of compassion satisfaction, burnout, and secondary traumatic stress of the participants (Stamm, 2010).

Stamm (2010) reported that the ProQOL has a good construct validity. The reported Cronbach's Alphas of the three subscales are as follows. The inter-scale correlations show 2% shared variance ($r = .023$; $\text{co}\sigma = 5\%$; $n=1187$) with Secondary Traumatic Stress and 5% shared variance ($r = .014$; $\text{co}\sigma = 2\%$; $n=1187$) with Burnout. While there is shared variance between Burnout and Secondary Traumatic Stress the two scales measure different constructs with the shared variance likely reflecting the distress that is common to both conditions. The shared variance between these two scales is 34% ($r = .58$; $\text{co}\sigma = 34\%$; $n=1187$). Furthermore, reported alpha scale reliability for compassion satisfaction is .88; alpha scale reliability for burnout is .75, and, alpha scale reliability for secondary traumatic stress is .81 (Stamm, 2010).

The ProQOLs was used in various researches that studies counseling practitioners. In the United States, Lawson (2007) examined the career sustaining behaviors and ProQOL of 1,000 American Counseling Association (ACA) members. The study produced a 50.9% response rate ($N = 501$). It was found out that the three scales had an average scores Compassion Satisfaction ($M = 39.84$, $SD = 6.43$, $\text{Alpha} = .77$); Compassion Fatigue ($M = 10.05$, $SD = 5.91$, $\text{Alpha} = .85$); and Burnout ($M = 18.37$, $SD = 6.00$, $\text{Alpha} = .82$). Lawson (2007) found that those participants in K-12 settings scored ($M = 19.70$, $SD = 6.29$) lower on the Burnout scale than their counterparts in community settings ($M = 19.84$, $SD = 6.88$), but higher than practitioners in private practice ($M = 15.77$, $SD = 6.04$), $F(5, 456) = 8.22$, $p = .000$. Additionally, K-12 practitioners scored ($M = 11.89$, $SD = 6.40$) higher in Compassion Fatigue when compared to private practitioners ($M = 8.26$, $SD = 5.25$) and practitioners in community settings ($M = 10.31$, $SD = 5.78$), $F(5, 456) = 5.78$, $p < .035$. There were no group differences in Compassion Satisfaction scale scores. In addition, there were no significant differences in the ProQOLs scores and demographic factors. Importantly, the authors used the third version of the ProQOLs, yielding the following internal consistency coefficients: Compassion Satisfaction (.84), Burnout (.78), and Secondary Traumatic Stress (.80) (Lawson, 2007).

The NEO PI-R is a standard questionnaire measuring the five major dimensions of personality which are neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. It is a 240-items self-report test that is answerable with following options: “SD = Strongly Disagree”, “D = Disagree”, “N = Neutral”, “A = Agree”, “SA = Strongly Agree”. The questionnaire can be answered in 35-45 minutes wherein it can provide a systematic assessment of emotional, interpersonal, experiential, attitudinal, and motivational styles. The NEO PI-R is validated against other personality inventories, as well as projective assessments (McCrae and Costa, 2010).

Based on the test manual of NEO PI-R, it provides good support in looking at reliability and validity. Coefficients at 0.86 to 0.95 for both forms (self and observer) states its good internal consistency. Three of the subtest namely: Neuroticism, Extraversion, Openness to Experience had good long-term test-retest reliability. Some evidences for construct, convergent, and divergent validity was provided through correlations with Myers-Briggs Type Indicator, Personality Research Form, Minnesota Multiphasic Personality Inventory, and the Self Directed Search (McCrae and Costa, 2010).

Analyses

Descriptive statistics was used to describe the personality traits, burnout and secondary trauma stress as elements of compassion fatigue of the participants. Multiple regression stepwise method was used to identify predictors of burnout and secondary trauma stress as elements of compassion fatigue; to work-related (counselor-student ratio, salary, years of experience, and job security), and, personality traits. Moreover, demographic profiles were included in the multiple regression stepwise method to explore moderating effect of the relationship between work-related factors, personality traits, and compassion fatigue through the selected demographics (age, civil status, and sex) of the participants.

RESULTS AND DISCUSSION

Table 2: Demographics and Work-related Factors (N = 92 Guidance Counselors)

<i>Demographic Profile</i>	F	%
Age of Participants		
22 - 27	8	8.7
28 - 33	18	19.6
34 - 39	27	29.3
40 - 45	16	17.4
46 - 51	9	9.8
52 - 57	12	13.0
58 - 63	2	2.2
Civil Status		
Single	37	40.2
Married	49	53.3
Separated	2	2.2
Widowed	4	4.3
Sex		
Male	20	21.7
Female	72	78.3
Work-Related Factors		
Type of Employment	F	%
Permanent	85	92.4
Probationary	4	4.3
Casual	3	3.3
Salary		
10,000 – 20,000	9	10
20,001 – 24,000	32	35
24,001 – 26,000	14	15
26,001 – 30,000	6	7
30,001 – 35,000	13	14
35,001 – 40,000	6	7
45,001 – 50,000	6	7
50,001 - up	6	7
	Mean	SD
Counselor-student ratio	1,721.47	1,943.99
Years of Experience	13.60	8.39

Table 2 presents the demographics and work-related factors of the participants. In terms of demographics, most of the participants belong to age bracket of 34 – 39 with 29.3%, followed by 28 – 33, 40 – 45, which are closely relative in terms of number. This reveals that the respondents are relatively young. Most of the participants are married with a percentage of 53.3% followed by single with a percentage of 40.2%. Most of the participants are female with a percentage of 78.3% followed by male participants with a percentage of 21.7%.

In terms of work-related factors, type of employment of participants show that most of them are in permanent status with a percentage of 92.4%. The salary of the participants falls in the salary range of 20,001 to 24,000 pesos with a percentage of 35% followed by salary range 24,001 – 26,000 with a per-

centage of 15%. This confirms that most guidance counselors who participated in the study receives the same monthly pay of PHP 20,179 as a Teacher I in the Philippine Department of Education (DepEd). Guidance counselors are being compensated as the same of a Teacher I, although guidance counselors are required to have a higher educational qualification than a teacher before taking a licensure exam (Valdez, 2018). With the current salary of most of guidance counselors, they should be adequately compensated so that provisions of the mental health law on handling the mental health education in schools can be handled properly by well compensated guidance counselors (Malipot, 2018). The counselor-student ratio is described with a mean score of 1,721.47 with a standard deviation of 1,943.99. This implies that the 1 counselor per 500 students (1:500) is not usually followed (Villar, 2007; Valdez, 2018). Identifying the acceptable ratio that is prescribed by the Commission of Higher Education (CHED) of having a guidance counselor to student population is at 1 counselor to 1,000 students (1:1000) is not followed based on the mean score of counselor-student ratio. The years of experience of the participants is described with a mean score of 13.60 with a standard deviation of 8.39. This implies that most of the guidance counselor who participated in the study have enough years of experience in the practice of guidance and counseling.

Table 3: Personality Trait

Personality Trait	Mean	SD
Neuroticism	1.43	0.37
Extraversion	2.43	0.31
Openness to Experience	2.36	0.24
Agreeableness	2.62	0.27
Conscientiousness	2.83	0.35

Table 3 presents the personality traits of the participants presented in mean and standard deviation. It showed that participants have low level of neuroticism ($M = 1.43$, $SD = 0.37$). Professional manual of NEO-PR, describes the participants as emotionally stable, even-tempered, calm, and can cope easily with stressful situation without being upset or rattled (McCrae & Costa, 2010). In terms of extraversion, participants have average levels of extraversion ($M = 2.43$, $SD = 0.31$). Professional manual of NEO-PR, participants are described to have neutral levels of excitement; being relaxed and active; and being warm and reserved (McCrae & Costa, 2010). Likewise, the personality trait on openness to experience of participants falls on the neutral levels ($M = 2.36$, $SD = 0.24$). This implies that participants may balance being practical and ideal; have neutral curiosity about inner and other worlds, and have balanced views in valuing situations (McCrae & Costa, 2010). In terms of agreeableness, participants have high level of agreeableness ($M = 2.62$, $SD = 0.27$). This indicates that participants are sincere, candid, and frank, have active concern for others' welfare, deep sense of sympathy and empathy on the needs of others (McCrae & Costa, 2010). These descriptions confirm the characteristics of participants that tend to provide and share a piece of themselves (Stebnicki, 2009) and the feeling of having heavy responsibility of caring for others (Shallcross, 2013). This implies that participants usually have average to high agreeableness in support on the study of (Uy & Hernandez, 2015) that guidance counselors were found to have average level of agreeableness on their personality trait. More so, the high level of agreeableness confirms the study of Luck (2009) that counselors are likely to be agreeable as their personality trait (Luck, 2009). In terms of conscientiousness personality trait, participants have high levels to be conscientious ($M = 2.83$, $SD = 0.35$). This describes that participants have high control of impulses, active in processing of plans; organizing, and carrying out tasks (McCrae & Costa, 2010). This confirms the findings of Luck (2009) that counselors are likely to have conscientious personality trait.

Table 4: Guidance Counselors' Burnout and Secondary Trauma Stress as Components of Compassion Fatigue

Compassion Fatigue	Mean	SD
Burnout	1.90	0.42
Secondary Trauma Stress	2.01	0.49

Table 4 reveals the burnout and secondary trauma stress as components of compassion fatigue among participants. The participants are described to have low levels or rarely experience of burnout ($M = 1.90$, $SD = 0.42$). This means that participants tend to have positive feelings about their ability to be

effective in their work as a helper (Stamm, 2010). This confirms that guidance counselors are described to have less burnout as an element of compassion fatigue based on previous studies (Thompson, Amatea, & Thompson, 2014; Uy & Hernandez, 2015). Similarly, the secondary trauma stress of participants show low levels or rarely experience of secondary trauma stress ($M = 2.01$, $SD = 0.49$). Participants have a low impact of secondary trauma stress after having secondary exposure to extremely or traumatically events (Stamm, 2010). Furthermore, moderate to low levels of secondary trauma stress do not have notable distress from their work as helper (Stamm, 2010). The descriptive result of compassion fatigue among participants on having rarely experience of burnout and secondary traumatic stress can be explained on the personality trait conscientiousness. Most guidance counselors are described to be conscientious and have high control of impulses, active in processing of plans; organizing, and carrying out tasks (McCrae & Costa, 2010).

Table 5: Model Summary of Personality Traits Predicting Burnout

Model	R Square	Individual R Square	B	Constant	p-value
Neuroticism	.268	.268	.421	3.219	.000
Extraversion	.347	.079	-.375		.002
Agreeableness	.400	.053	-.385		.006

- a. Predictors: Neuroticism, Extraversion, Agreeableness
 b. Dependent Variable: Burnout

Table 5 shows that neuroticism, extraversion, and agreeableness personality trait were found to predict burnout. Multiple linear regression was calculated to predict burnout based on neuroticism, extraversion, and agreeableness. A significant regression equation was found ($F(1, 90) = 19.585$, $p < .000$), with an R^2 of .400. The R^2 value of .400 describes the variability of the regression model. This means that 40% variability in burnout can be identified in neuroticism, extraversion, and agreeableness personality traits. Participants' predicted burnout is equal to $3.219 + .421 (x_1) - .375 (x_2) - .385 (x_3)$. Where $x_1 =$ Neuroticism, $x_2 =$ Extraversion, $x_3 =$ Agreeableness. These findings confirm the study of Uy and Hernandez (2015) which affirms neuroticism and extraversion as predictors of compassion fatigue in looking the element of burnout. Likewise, the study of Luck (2009) confirms neuroticism and agreeableness to be predictors of developing compassion fatigue and burnout. Furthermore, the study of Thompson et al (2013) verifies the findings that burnout is accounted for neuroticism. Moreover, the study of Lent and Schwartz (2012) verify the findings that the strongest predictor of burnout is identified in the personality trait neuroticism.

Table 6: Model Summary of Work-Related Factors Predicting Burnout

Model	R Square	B	Constant	p-value
Salary	.047	-4.378E-6	2.038	.037

- a. Predictors: Salary
 b. Dependent Variable: Burnout

Table 6 reveals that salary as work-related factor was found to be predictor of burnout. Multiple linear regression was calculated to predict burnout based on salary as work-related factor. A significant relationship was found ($F(1, 90) = 4.469$, $p < .037$), with an R^2 of .047. The R^2 value of .047 describes the variability of the regression model. This means that 4.7% variability in burnout can be identified in salary as work-related factors of the participants. Participants' predicted burnout is equal to $2.038 - 4.378E-6 (x_1)$. Where $x_1 =$ Salary. This confirms that the issues and concerns on the salary of guidance counselors inevitably exist in the Philippines (Cabalza, 2018; Bailey & Gere, 2018; Lagon, 2016). This is a concern among guidance counselors which can predict burnout based on findings. Moreover, this substantiate the battle cry for the increased salary among guidance counselors which predisposes their concerns and issues to properly compensate their work (Andolong, 2018).

Table 7: Model Summary of Predictors of Secondary Trauma Stress of Guidance Counselors

Model	R	R Square	B	Constant	p-value
Neuroticism	.468	.219	.127	1.137	.000

- a. Predictors: Neuroticism
 b. Dependent Variable: Secondary Traumatic Stress

Table 7 revealed that of all the personality trait factors, only neuroticism was found to predict secondary trauma stress. Multiple linear regression was calculated to predict burnout based on neuroticism. A significant regression equation was found ($F(1, 90) = 25.244, p < .000$), with an R^2 of .219. The R^2 value of .219 describes the variability of the regression model. This means that 21.9% variability in secondary trauma stress can be explained in neuroticism personality trait. Participants' predicted secondary trauma stress is equal to $11.368 + .127(x_1)$. Wherein $x_1 = \text{Neuroticism}$. In considering secondary trauma stress as an element of compassion fatigue, the findings confirm previous study done by Lent and Schwartz (2012); Uy and Hernandez (2015) in which compassion fatigue is a predictor of neuroticism.

In work-related factors among the participants, there were no identified factors that predicts secondary trauma stress. The p-value on the analysis of variance (ANOVA) found no significant regression equation ($F(4, 90) = .236, p \square .918$), wherein p-value should be $< .05$. Based on the multiple regression stepwise method, there is no moderating relationship on selected demographic variables between work-related factors, personality traits and burnout. Likewise, there is no moderating relationship on selected demographic variables between work-related factors, personality traits and secondary trauma stress. Neuroticism, extraversion, and conscientiousness categorized as personality traits factors and salary as categorized by work-related factors were found out to be accounted to burnout.

CONCLUSION AND RECOMMENDATIONS

The results of the study have identified factors of burnout and secondary trauma stress as elements of compassion fatigue. Predictors of compassion fatigue are identified in its elements of burnout and secondary trauma stress. The salary under work-related factors is identified to significantly predict burnout. Neuroticism, extraversion and conscientiousness personality traits factors are significantly identified as predictors of burnout. Neuroticism personality trait is significantly found to be predictor of secondary trauma stress. Based on the two elements of compassion fatigue, neuroticism was found to be the best predictor among personality traits.

Based on the findings, the following recommendations were suggested: Mindfulness counseling interventions and practices can be applied to lessen possibility of compassion fatigue among guidance counselors. According to Whitbourne (2017), mindfulness is suggested to help highly neurotic people wherein a person can concentrate on and accept one's thought and feelings. It can focus attention of their maladaptive ways of thinking (Whitbourne, 2017). Schools should hire more guidance counselors in order to address this difficulty and to address the concern on counselor-student ratio. The result of the study will be communicated to Region 3, Philippines local chapters of Philippine Guidance and Counseling Association on what course of action they can do based on the said concern.

The findings of the study can be convinced to the Philippine Guidance and Counseling Association National chapter to be a basis in addressing concerns and issues on the salary of guidance counselors which is identified as predictor of burnout as element of compassion fatigue. The salary of the guidance counselors should be upgraded to boost their financial morale so that they can be adequately paid to recognize their efforts as helping professional. If this problem for guidance counselor will be addressed, it will have an impact to the whole salary system of guidance counselors in the Philippines. The predictor model of burnout and secondary trauma stress can be utilized in understanding more what lies on the factors of compassion fatigue. This can be a basis in enhancement of personality traits in order to prevent burnout and secondary trauma stress as elements of compassion fatigue.

Furthermore, the study may be replicated by future researchers in consideration of a wider scope of participants, adding other variables which are correlated to compassion fatigue, doing comparative and longitudinal analysis of different guidance counselors to other regions of the Philippines. Furthermore, salary and civil status can be reconsidered on describing its satisfaction status added as a new variable on work-related factors and demographics among guidance counselors.

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NEEDS ASSESSMENT OF COMMUNITY IN CATEEL, DAVAO ORIENTAL: EDUCATION SECTOR

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ABSTRACT

Development of interventions in the area of education requires a need to conduct needs assessment as its basis. The study sought to identify the existing community problems specifically in education sector and to make intervention to address the problems. The study adopted the assessment process. Community members and the researchers used the Rapid Rural Appraisal method in determining the community problems. The participants developed problem tree analysis and break down the root causes and possible effects of the problem. The interventions were developed through objective tree analysis. Based on the finding of the study, the top problem identified by the community members in education sector was low access to quality education in some educational institution. The root causes are lack of teaching materials, absenteeism of teachers, teaching methods need enhancements, lack of teaching facilities, malnutrition, computer addiction, and no internet connection for online learning resources. Objective analysis result showed that generated objective was access to quality education provided. Intervention based on objective and agencies responsible were formulated.

Keywords: Needs Assessment, Community, Education Sector, Rapid Rural Appraisal

INTRODUCTION

In December 4, 2012, Cateel, Davao Oriental, a coastal community felt the brunt of Typhoon Pablo. Strong rain and wind, flash floods and landslides caused by the typhoon destroyed school buildings, bridges, churches, municipal facilities, houses, stores and agricultural farms (ABS-CBN News, 2012). With the devastation brought by the typhoon, government and Non-Government Organizations (NGOs) extended their help to the affected households. School buildings were built and some facilities were given to different schools in all levels. Housing program is initiated and most of the people are relocated to the relocation area where houses built. Farmers are provided with new planting materials because their crops are affected by winds, rain and floods. Despite of the collaborative efforts given the concerned agencies to the community, there are still emerging problems and needs of the people that need to be addressed and be given attention.

One of the most pressing issues that the Philippines is facing right now is the low quality of education, particularly in public elementary and secondary schools. One of the essential variables that directly impact the quality of learning acquisition among students is the inadequacy or lack of school facilities that aid in the reinforcement of knowledge and skills. In the study of Sattar (2012), she reported that when teachers are not given adequate facilities and good environment of teaching then they do not take interest in educating their students. Moreover, according to the finding of the study of the Department of Education (1999), public schools are experiencing challenges when it comes to the availability of proper, useful, and quality school facilities on teaching and learning. The study of Marisa and Mendez (2019) on the evaluating the level of achievement on competencies of elementary and secondary school learners of Cateel revealed performance of students in math and english subject is below 75% which implies that students' performance did not meet expectation.

Conducting the Needs Assessment in the whole community of Cateel will give the accurate result to be used as basis for the ‘what’ needs to be addressed and ‘where’ particularly in the community are vulnerable enough to receive the services especially in the education sector. This will also be a guide in defining future actions that is needed to be taken to plan an extension program that would eventually boost the Campus’ extension activity. In Cateel, Davao Oriental, there is no comprehensive needs assessment of the community being conducted.

This systematic approach seeks information from clientele or secondary sources as to a gap or need in education, that must be addressed and that requires some planned actions to have a positive impact on improving or changing the identified situation (Rutgers, 2017). As an academic institution, Davao Oriental State College of Science and Technology – Cateel Extension Campus is mandated to conduct extension activities, thus implying its necessity.

The general objective of the study is to conduct problem and needs assessment in the community of Cateel, Davao Oriental, specifically:

1. To determine the community problems in education sector and its root causes.
2. To identify objectives and possible interventions by performing objective analysis based on problem tree analysis.

METHODOLOGY

The assessment process was used in conducting the assessment.

1. Defining the Parameters. This process included the identification of community issues to be assessed, the impacted community members, the geographic area to assess, the key questions to be asked, and the level of detail to include in the assessment. One of the parameters was problems in education sector.

2. Creating Assessment Plan. An Assessment Plan is created to avoid being overwhelmed with data in the process of collecting and analyzing information. Planning and preparing for data collection and analysis was taken up a substantial share of the overall time that the agency invested in the process. The plan served as lays out how the assessment is conducted and who should be involved and when. It covered up the sources of data as well as the methods and tools used at each stage and with each source. It was determined when, and in what order, the assessment team should take in each step. The plan included analysis and assessment of the results as well.

- Planning Step 1: Created the Assessment Team
- Planning Step 2: Envisioned the broad issues framework
- Planning Step 3: Team Brainstorming the Assets and Needs of the Community
- Planning Step 4: Created Organized Holistic Research Instrument



Figure 1. Framework of the Study

3. Creating a Data Collection Plan. In this process, data collection methods and tools were considered. It is intended to help the Assessment Team choose data that produces the material needed for the analysis and reports. These tools and strategies helped in making choices.

4. Implementation of the Needs Assessment Survey. Primary data were collected by the group conducting the assessment. Primary source data collection methods were used to address questions that cannot be answered by secondary sources. It also gained better understanding in a particular issue. The methods used in collecting primary sources of data for the community assessment were community meeting and interviews.

5. Reporting. Terminal report was created and submitted to the research office for acceptance and utilization.

The study used rapid rural appraisal method. Interviews and community meeting to target informants were conducted to clarify and synthesize existing issues, gaps and or problems existing in the community.

The Barangay officials and committee in education were selected as participants. They were chosen because they knew the issues, concerns, and problems in their respective committees.

The problem tree analysis, a data collection method for Rapid Rural Appraisal (RRA) was utilized during the community meeting.

A letter request was sent to the municipal mayor of Cateel asking permission to conduct the study to all barangays. After it was approved, another communication letter was sent to every barangay asking approval to allow barangay officials and committee in education to participate in the community meeting. After the approval, data gathering started. In data gathering, research ethics were observed. The participants were informed about their role in the study and confidentiality of the information was given utmost consideration.

During the community meeting, 51 barangay officials, 6 community meeting facilitators and 5 research enumerators worked on problem and needs assessment. The role of the facilitators was to facilitate the workshop on problem tree analysis, listen to the community members and keep a record of the discussion including notable comments from the participants. Barangay officials and functionaries were grouped according to their respective barangays and worked on the identification of problems and needs of the barangay using Problem Tree Analysis approach. In education sector, committee on education and parents as stakeholders represent as participants. Problems identified by each group were listed in a white cartolina paper and after working with the group, the outputs were posted in the wall and a representative from each group presented the output. Triangulation have been employed in the study.

RESULTS AND DISCUSSION

Through discussion, participants agreed that the community would focus on the emerging problems that need to be prioritized. One of the top problems identified by the community members in the different sectors was access to quality education.

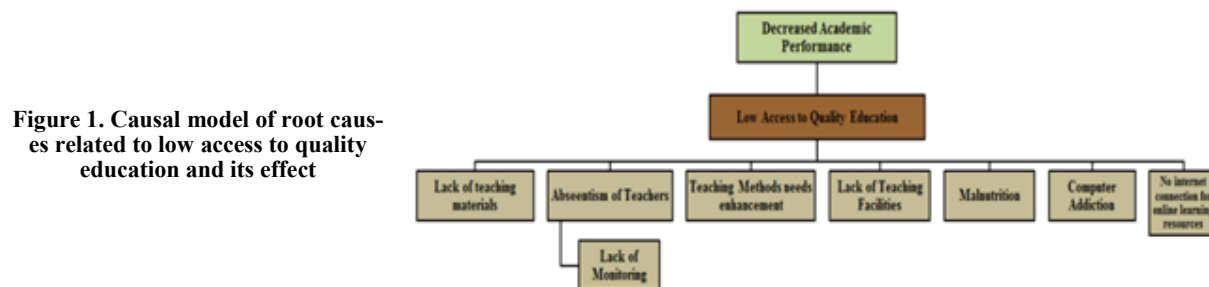
Community members then developed the problem tree analysis showing the causal model of root causes and possible effect of the problems. Causal models are graphic representation that attempts to break down the identified problem to its root causes (Ndirangu, Perkins, Yadrick, West, Boogle, Williams, Santell & Connell, 2006). Once identified, the root causes then be targeted using appropriate interventions.

Low Access to Quality Education

It is commonly presumed that formal schooling is one of several important contributors to the skills of an individual and to human capital. However, one of the pressing issues that the Philippines is facing right now is the low quality of education, particularly in public elementary and secondary schools. The United Nation Educational, Scientific and Cultural Organization (UNESCO) framework has five dimension of quality education. These are learning characteristics, context, enabling inputs, teaching and learning and outcomes. In teaching and learning, indicators were the learning time, teaching methods, assessment and class size which would greatly affects the academic performance of the students. In the input indicators, the use of resources to facilitate learning is one of the factors that contribute to quality education. The application of standards, teaching quality, time on task, school time and educational leadership are indicators for process dimension.

During the community meeting, the core problem identified by the respondents was low access to quality education. One of the root causes is the lack of teaching materials. The lack of teaching materials like books makes teaching boring (Ngema, 2016) because there would be no references for students and it also limits teachers from giving learners homework as they either have to share or have no textbooks (Onwu, 1999).

Absenteeism of teachers is another root cause. The reason behind this is the weak monitoring system (Sattar, 2012) particularly in the schools far away from the municipality. Without the presence of teachers, there is no concept of class therefore the students have weak conceptualization about the particular course contents.



Another root cause to low access of quality education is the teachers' teaching methods which need enhancement. Effectiveness of teaching depends on teachers. Alami (2016) cited in her study that a teacher's skill in presenting material, engaging students in classroom discussions and encouraging students in doing assignments contributes to the deep comprehension of a particular topic.

In the study of Limon (2016), he reported that one crucial variable that directly impacts the quality of learning acquisition among learners is the inadequacy or lack of school facilities that aid in the reinforcement of knowledge and skills. Sattar (2012) also pointed out that when teachers are not given adequate facilities and good environment of teaching then they do not take interest in educating their students. Moreover, according to the finding of the study of the Department of Education (1999), public schools are experiencing challenges when it comes to the availability of proper, useful, and quality school facilities on teaching and learning.

Further, malnutrition is experienced by some of the children and causes them not to fully give their best performance in the classroom. A report from Save the Children stated that adults who were malnourished as children earn twenty percent less in academic performance, on average, than those who were not (Save the Children, 2012). Among school children, there is a decreased in underweight from 31% to 25%, however, Food and Nutrition Research Institute (FNRI) still regards the as of high severity for public health problems. As students get malnourished, they could no longer perform better in their

school work, in mental ability and specific tests, in basic skills (Sunstar, 2016) thus, resulting to low academic performance.

In other areas, computer addiction specifically computer games is one of the problems. Students who are addicted to usage of computer don't have enough time to study their lessons for better understanding. This is supported on the result of the study of Rabacio et al. (2010) that nine out of eleven computer addicts failed on their major exams and were not satisfied with their grades.

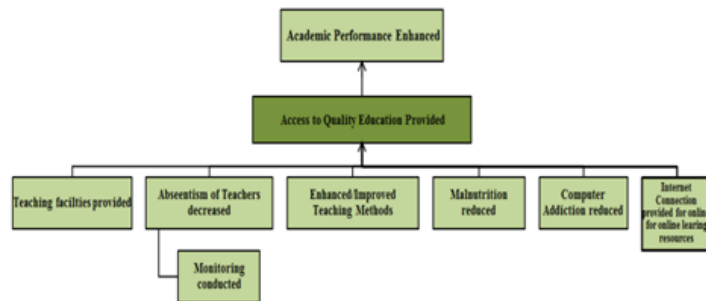
However, the absence of internet connection to facilitate the access of online learning resources is also experienced in most of the schools. It's one of the root causes because in today's generation, teachers think that the Internet is a valuable source of information and educational tool which can be used in planning and instruction (Brändström, 2011). In addition, it allows variation in teaching-learning, makes learning more interesting, fun and even motivates both students and teachers.

The absence or the inadequacy of the root causes leads to low access to quality education. And it's presumed that having low access to quality education could lead to the decreased on academic performance of the students.

Objective Tree Analysis

The objective analysis is the positive reverse image of the problem analysis. The purpose is to describe the situation in the future once identified problems have been remedied, and verify the hierarchy of objectives. The objectives based on the problem tree analysis are created and interventions to be done to address the problems are identified based on the objectives.

Figure 2. Objective Tree Analysis for Low Access to Quality Education



The responsible agency was identified in each of the created planned interventions in order to address the need in providing access to quality education. Teacher attendance to class monitoring is the sole responsibility of the Department of Education while the State Colleges and Universities (SUC) are the ones responsible for the enhancement training on teaching methods, other research and extension to teaching methods, and supplemental feeding. Further, both the DepEd and SUC are responsible in providing materials for teaching.

Table 3. Menu of Interventions to Provide Access to Quality Education and Agency Responsible

Access to Quality Education Provided	Responsible Agency/Office/Institution
Planned Interventions	
1. Provision of Teaching Materials, and/or Teaching Aids	SUC & DepEd
2. Teacher Attendance to Class Monitoring	DepEd
3. Enhancement Training on Teaching Method	SUC
4. Supplemental Feeding	SUC
5. Other research and extension to teaching methods, competency evaluation and others.	SUC SUC

CONCLUSION AND RECOMMENDATIONS

Directly involving community members in identifying their problems allows program planners to develop interventions that may address their emerging needs. Based on the finding of the study, community core problem in education sector was low access to quality teaching in some educational institutions. Objectives analysis result showed that generated objective was access to quality teaching provided. Intervention based on objectives and agencies responsible were formulated.

Action planning with the target agencies and communities should be done to identify the top priority needs to be addressed.

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EFFECTIVENESS OF CLASSROOM ASSESSMENT TECHNIQUES IN IMPROVING PERFORMANCE OF STUDENTS IN MUSIC AND PIANO

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ABSTRACT

The primary objective of this study is to determine the effectiveness of classroom assessment techniques in improving the performance of students in Music. This study used an experimental design (paired t-test) to determine the effectiveness of classroom assessment techniques in teaching Music by using purposive sampling of thirty Grade 10 students from the eight sections of Espiritu Santo Parochial School for the school year 2018-2019. The results of pre-evaluation and post-evaluation were compared to determine the effect of classroom assessment techniques on the performance of the students in Music. The results revealed that the students had a low performance in the pre-evaluation and there was an increase in the students' performance in the post-evaluation after its implementation with a mean score of 20.77 and a standard deviation of 3.32. The value of t is 6.680 which is significant at $p < .01$. The result showed that there is a significant difference in the performance of students in music learning in the implementation of classroom assessment techniques. The obtained value of normalized gain (gain of average) was 0.262 inferred to a moderate gain in scores of the students in music learning. The following are the classroom assessment techniques developed and implemented by the researcher (in a large class of 35 to 40 students per class): (1) Music Concept Memory Exercise, (2) Instrumental and Vocal Schematic Processing, (3) Five-Letter Name Pitch Memory Test, and (4) Three-Chord Familiarization Assessment.

Keywords: classroom assessment techniques, evaluation, exercise, music instructions, test

INTRODUCTION

Various curriculum changes had been implemented worldwide to ensure that students effectively and efficiently learn for them to meet the demands and overcome the challenges of the 21st century. To address these new demands and challenges, the United Nations, Educational, Scientific, and Cultural Organization (UNESCO) had provided educational institutions with a framework of achieving learning targets by developing and enhancing what had been eventually labeled by educational experts as "21st-century skills." The Faure report issued in 1972 (cited in CHED Memo No. 46, s. 2012) emphasized that the objective of "lifelong learning" would be the development of "humane individuals and communities in the face of rapid changes."

Individual students may be better suited to learning in a particular way, using distinctive modes for thinking, relating and creating (Sambhram Institute of Technology, 2017). The notion of students having particular learning styles has implications for teaching strategies; because preferred modes of input and output vary from one individual to another, teachers must use a range of teaching strategies to effectively meet the needs of individual learners (Francis Xavier Engineering College, 2017).

In the Philippines, Commission on Higher Education (CHED) Memo No. 46 series of 2012 had reminded education policymakers that teachers remain crucial to the learning process as a catalyst and facilitators of learning. The teaching of Music in the Junior High School levels requires different assess-

ment methods within the context of holistic development similarly in other subject areas in terms of the cultivation of musical competence and artful skills among students.

Classroom Assessment Techniques allow students a chance to see how they are progressing over time. Along with that, it shows that their feedback can make a difference in what and how they learn and feel more involved in the learning process – become active participants rather than passive learners. This research would contribute also to music teacher’s skill in the part of measurement and evaluation, and make them aware to the extent of their knowledge in assessment and evaluation processes. Also, it would help teachers to have alternative ways of assessing students’ performance and teaching strategies that employ teacher-student interaction and active class participation.

However, few teachers in the grand arena of teaching are aware of and knowledgeable about the important considerations in the construction of achievement tests regardless of academic disciplines. That at times lead to confusing and conflicting views and ideas which results in a meaningless endeavor. Classroom tests and assessments can be used for a variety of instructional purposes. They can be best described in terms of their purpose and use in the instructional process parallel to the types of assessment, such a fixed-choice test, a form of assessment that is efficient in measuring the knowledge and skills of an individual (and also, can be described as a group tests in other assessment matter).

Classroom Assessment Techniques also referred to as CAT's, are strategies educators use to gauge how well students comprehend key points during a lesson or a course. The techniques are meant to be a type of formative assessment that also allows teachers to make adjustments to a lesson based on students' needs. CAT's are most commonly ungraded, unanimous, and are conducted during class time. In line with the present curriculum, the K to 12 Curriculum, in terms of the emergence of the existing curriculum in education, as curriculum sets new standards in terms of learning (content) and performance, the outcomes must be aligned to its new sets of competencies – particular to cognitive domain of learning as the learner demonstrates an understanding of basic concepts and processes through appreciation, analysis and performance for his/her self-development, celebration of his/her Filipino cultural identity and diversity, and expansion of his/her world vision (Department of Education, K to 12 Music Curriculum Guide, 2013).

The incorporation of classroom assessment techniques is an age-old concept which teachers have been using and practicing for years. Whether a teacher uses a technique learned in training, or simply a strategy conjured up on their own, teachers need to know if their methods are successful and many feel that the desire to understand students’ comprehension is instinctive. Despite this innate characteristic among teachers, the first real attempt to document such techniques for teachers didn’t appear until 1988, when K. Patricia Cross and Thomas A. Angelo published “Classroom Assessment Techniques: A Handbook for Faculty,” (Angelo & Cross, 1993). Measurement and evaluation are the processes through which the reliable academic performance of the students can be made available to teachers, school administrators, parents, and other concerned individuals, in which evaluation is primarily a teaching tool, rather than a method for giving grades or an after-the-course appraisal.

In this particular matter, measurement and evaluation are intended to quantify the intellectual ability in the pace of academic growth of the students in learning. Measurement and evaluation also help the school administrators, with the data available, to determine the strengths and the weaknesses of the educational system in terms of the Music curriculum, as well as to teachers, and as sound bases for parents to do necessary follow-ups and to formulate measures for the improvement of their children.

The paradigm shift of pedagogical practices as envisioned by the educational system would ensure the more efficient and effective delivery and assessment of music lessons specifically to our students’ success in musical learning.

Curriculum planners will also aware of the importance of conducting formative assessments like CATs in assessing students’ performance aside from the summative test which is regularly conducted.

The results of this action research can help administrators to make a plan on how the teachers become aware of the importance of CATs and its use in assessing students' performance.

STATEMENT OF THE PROBLEM

The primary objective of this study is to determine the effectiveness of classroom assessment techniques that improve the performance of students in Music. To achieve this objective, the study answered the following specific questions:

1. What is the performance of the students before and after the implementation of Classroom Assessment Techniques (CATs) in Music?
2. Is there a significant difference between the score of the students before and after the implementation of Classroom Assessment Techniques (CATs)?
3. What is the gain of average in the score of the students' performance with the use of Classroom Assessment Techniques (CATs)?
4. What are the Classroom Assessment Techniques (CATs) that might provide and help teachers through assessment and evaluation processes in teaching World and Piano Music?

LITERATURE REVIEW

Assessment of student learning is at the heart of effective teaching (Hamlin, 2017). In addition, understanding student performance, diagnosing what was done well, what has yet to be improved, and providing specific feedback to students has the potential to significantly improve the music program in very real and meaningful ways. Assessment data can become an integral component of improving any music program if it addresses learning outcomes that are clear and focuses on the aspects of student performance that are most important.

The theoretical basis of this study is anchored in the provisions and policy guidelines on classroom assessment for the K to 12 Basic Education Program issued by DepEd, Order No. 8, s. 2015; at the heart of this assessment framework is the recognition and deliberate consideration of the learners' zone of proximal development (Vygotsky, 1978).

In the Philippines' educational setting, DepEd Order No. 73, s. 2002, states that assessment shall be used primarily as a quality assurance tool to track students' progress in the attainment of standards, promote self-reflection and personal accountability for one's learning, and provide the basis for the profiling of students' performance. According to the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program (2015), classroom assessment is an integral part of curriculum implementation. It allows teachers to track and measures learners' progress and to adjust instruction accordingly. Classroom assessment informs the learners, as well as their parents and guardians, of their progress. Teachers are continually faced with the challenges of assessing the progress of the students as well as their effectiveness in teaching. Assessment decisions could sustainably improve students' performance; guide the teachers in enhancing the teaching-learning process, and assist policymakers in improving the educational system (Santos, 2007). In response to this challenge, the researcher thought that using formative assessment particularly Classroom Assessment Techniques (CATs) can improve students' performance in music. Several types of learning assessments exist from which a teacher can choose.

The UNESCO's Delors Report in 1996 (cited in CHED Memo No. 46, s. 2012) likewise emphasizes that lifelong learning is a continuous process of constructing holistic, progressive individuals with useful knowledge, proper attitudes as well as the critical and creative abilities in solving problems. In addition, the Department of Education had released DepEd Order No. 79, s. 2003, in which Assessment and Evaluation of Learning and Reporting of Students Progress in Public Elementary and Secondary Schools were promulgated in emphasizing the process of Assessment and Evaluation of Learning in all of the general subjects taken at the primary and secondary levels.

Since Black and Wiliam (1998) brought the power of classroom assessment to raise students' achievement to a larger audience, more research has been conducted on its practical applications. Leahy et al. (2005) provided teachers with various activities to improve their classroom assessment practice. Based on the teachers' tryouts, these researchers came to more than 50 assessment "techniques". Typical for these techniques is that they blur the divide between instruction and assessment, and make it possible to adjust the teaching while the learning is still taking place.

"The central purpose of Classroom Assessment is to empower both teachers and their students to improve the quality of learning in the classroom" through an approach that is "learner-centered, teacher-directed, mutually beneficial, formative, context-specific, and firmly rooted in good practice" (Angelo & Cross, 1993). In their book, *Classroom Assessment Techniques*, Angelo and Cross describe 50 Classroom Assessment Techniques (CATs)-simple tools (instruments, forms, strategies, activities) for collecting information on student learning in order to improve it. CATs are easy to design, administer and analyze, and have the added benefit of involving students in their own learning. They are typically non-graded, anonymous in-class activities that are embedded in the regular work of the class. The 50 CATs are divided into three broad categories: (a) techniques for assessing course-related knowledge and skills; (b) techniques for assessing learner attitudes, values and self-awareness; and (c) techniques for assessing learner reactions to instruction.

Classroom Assessment Techniques (CATs) are generally simple, non-graded, anonymous, in-class activities designed to give teachers and students useful feedback on the teaching-learning process as it is happening. However, few teachers in the grand arena of teaching are aware of and knowledgeable about the important considerations in the construction of different assessment procedures regardless of academic disciplines. That at times led to confusing and conflicting views and ideas which results in a meaningless endeavor. When used on an on-going component of instruction, CATs improve the quality of the students' learning experiences, and students feel more involved in the process of learning (Soetaert, 1998).

In the Preface of the PSME Curriculum Guide, "Enhancing Musical Growth in the Elementary School," which stated that the underlying philosophy of the music education program is "primarily aesthetic education, aimed at helping the learner develop a sensitivity to the expressive qualities of music ... but also recognizing the social, ethical, psychological, physical and other values of music," (Atabug, 1975).

This is in keeping with the basic philosophy of music education articulated in the PSME Workshop on "The Goals of Music Education" which was held in the Development Academy of the Philippines on November 7 – 9, 1975. The place and role of music education in the curriculum are expressed in the following tenets: (1) music fulfills the human need for the aesthetic and spiritual experience; (2) music is part of our cultural heritage; (3) music is an avenue for creativity and self-expression; (4) music is an academic discipline and must be recognized as such; (5) every individual must be given the opportunity to fully develop his potential in music; and (6) education in music is most contributory to national development by being concerned primarily with musical [rather] than extra-musical values.

These tenets, in turn, served as a basis for the general goals of music education throughout the Philippines in all educational levels, namely: (1) a progressive program for music literacy; (2) a varied and wide opportunity for the creation, recreation and meaningful appreciation of music for all; (3) the comprehensive and effective training of music teachers; and (4) a genuine appreciation for Philippine Music as well as musics of other cultures and eras.

High-quality assessment can produce valid information about students' learning outcomes and provide insights into the effectiveness of teachers' instruction. Research indicates that teachers who introduce formative assessment into their classroom practice can affect substantial achievement gains. Stronge (2010) cited a research review: Black & William (1998) examined multiple empirical studies to determine whether improvement in classroom assessments can lead to an improvement in learning. They found that informative assessment has substantial positive effects on student achievement, with effect

size ranging 0.3 to 0.7 standard deviation. In particular, they found that formative assessment is more effective for low achievers than for other students, thus reducing an achievement gap while raising achievement overall at the same time.

Rosas (2010) underscored the never-ending quest for quality teaching. In the heart of the specific quest to improve teaching is the teacher who might say is the pivotal factor in the teaching and learning process. The teacher is the greatest player and decision-maker in the arena where learning takes place and given a good teacher, learning can be made to happen despite deficiencies in the curriculum, technologically-deprived classroom, inadequacy of instructional materials (quality test, modules, workbooks, prototype models, self-learning kits; to mention a few) and even with unmotivated learners. The teacher will be able to transform these obstacles into opportunities. Many empirical studies in western countries and here in the Philippines have shown the relationship between student achievement and teachers' skills, knowledge and practices. The reports say that what learners know and can do is crucial to what students learning.

Planning classroom tests and assessments requires determining what is to be measured and then defining it precisely so that tasks can be constructed that require the intended knowledge, skills, and understanding, while the process of assessments taking place, as it reflects various relevant measures in learning outcomes related in music.

METHODOLOGY

Research Design

This study utilized an experimental research design to determine the effectiveness of classroom assessment techniques in teaching Music by integrating inferential statistical data analysis, the paired t-test. The mean results of pre-evaluation and post-evaluation were compared to determine the effect of classroom assessment techniques on the performance of the students. The difference between the mean score performance of the pre-evaluation and post-evaluation was computed and tested for significant difference - a test of differences of two means taken from the same group (t-test for a dependent sample).

Sample and Sampling Technique

There were a total of thirty (30) Grade 10 students who were purposively selected from the eight sections of Espiritu Santo Parochial School of Manila, Inc. for the school year 2018-2019. The participants were selected which remarkably got a fairly satisfactory (low) to satisfactory final grade in Music ranging from 75 to 83 in the first quarter of the aforementioned school year. Table 1 shows the performance of students in Music for the first quarter, while Table 2 shows the frequency distribution of the students for each section.

Table 1. First Quarter Performance of Students in Music

Performance Rating	Descriptors	Frequency	Percentage (%)
90 - 100	Outstanding	0	0
85 - 89	Very Satisfactory	0	0
80 - 84	Satisfactory	10	33.33
75 - 79	Fairly Satisfactory	20	66.67
Below 75	Did Not Meet Expectations	0	0
Total		30	100
Mean of the Performance Rating			78.63
Interpretation			Fairly Satisfactory

Table 2. Frequency Distribution of Grade 10 Students per Section

Section	Frequency	Percentage (%)
St. Albert the Great	3	10
St. Catherine of Siena	1	3.33
St. Dominic de Guzman	3	10
St. Louis of Montfort	2	6.67
St. Martin de Porres	6	20
St. Pius V	7	23.33
St. Raymond of Penafort	5	16.67
St. Rose of Lima	3	10
Total	30	100

Locale

The research was conducted at Espiritu Santo Parochial School of Manila, Inc. where the participants of this study were the Grade 10 students enrolled during the School Year 2018 – 2019.

Instrument

A teacher-made summative examination (the pre-evaluation and post-evaluation) was subjected and administered in preparation of test items in Music, and a teacher-made classroom assessment techniques (strategies of the researcher) in Music was used to gauge how well students comprehend key points in a lesson or a course. According to Hamlin (2017), developing, from scratch, assessment procedures along with valid and reliable measures of student achievement is a daunting task to ask of any single teacher; what follows is an attempt to provide both experienced and novice music teachers with ideas of how to more effectively assess our students.

Validation of Instrument

The researcher sought the help of three (3) experts/experienced teachers in validating the test items (content and face validity) before the pre-evaluation took place in the selected research locale. The validation instrument is composed of 14 items which are arranged in terms of: (a) format and design, (b) objectives, (c) content, and (d) language. Table 3 shows the rating scale used in the validation of the instrument.

Table 3. Rating Scale used in the Validation of the Instrument

Scale	Range	Interpretation
5	4.21 – 5.00	Very Acceptable
4	3.41 – 4.20	Acceptable
3	2.61 – 3.40	Moderately Acceptable
2	1.81 – 2.60	Fairly Acceptable
1	1.00 – 1.80	Not Acceptable

In terms of the format and design of the instrument, the obtained value of the weighted mean among the three validators was 4.67 interpreted as very acceptable; in terms of the objective, 4.42 interpreted as very acceptable; in terms of the content, 4.50 interpreted as very acceptable; and in terms of the language, 3.89 interpreted as acceptable. The overall rating of the instrument was 4.38 interpreted as very acceptable. In this case, the instrument for this study is very acceptable and valid.

Data Gathering Procedure

The stages used in this study were based on the stages developed by Sevilla et. al. (1984), and the instructional design developed by Aguirre, Jr. & de Cadiz (2013): Stage I, Planning Stage; Stage II, Development Stage; Stage III, Implementation Stage; and Stage IV, Evaluation Stage.

In the Planning Stage, K to 12 Music Curriculum Guide was used as a basis for the content and performance standard in direction to the validity of the assessment, as well as to reference materials that will enrich the content's context and learning. The classroom assessment techniques used were divided into two: (1) World Music (lesson), and (2) Piano Music. Classroom assessment techniques for the Music Lesson Instructions include: (1) Music Concept Memory Exercise, and (2) Instrumental and Vocal Schematic Processing; for Basic Piano Music Instructions, include: (1) Five-Letter Name Pitch Memory Test, and (a) Three-Chord Familiarization Assessment

In the Development and Implementation Stage, the researcher devised strategies to gauge how well students comprehend key points in a lesson or a course. These developed strategies, the classroom assessment techniques in Music, were being implemented after the pre-evaluation. The following are the classroom assessment techniques used by the researcher as a class (large class) to provide and help other teachers through assessment and evaluation processes in teaching World and Piano Music:

1. Music Concept Memory Exercise - a lesson-based classroom assessment technique in which music concepts are summarized after a short (specific) lesson into varied forms (types) of objective

test items such as: short-answer items, true-false or alternative-response items, matching exercises, multiple-choice items, and interpretive exercises; in this assessment, it could be followed by another short lesson and another exercise.

2. Instrumental and Vocal Schematic Processing - a lesson-based classroom assessment technique in which: (1) certain musical instruments are classified based on Hornbostel-Sachs Classification of Musical Instruments, and (2) certain musical phrase is analyzed, in accordance to their (students) schema (background knowledge); in this process, it can be used as a cognitive shortcut - allowing the most common explanation to be chosen for new information.
3. Five-Letter Name Pitch Memory Test - a piano-based classroom assessment technique in which the researcher used the letter name pitch instead of so-fa name pitch (notes) in teaching piano; in this process, the student will point five keys on the piano (dummy keyboard) to test their pitch (letter name) recognition.
4. Three-Chord Familiarization Assessment - a piano-based classroom assessment technique in which the student will play three chords successively as asked by the teacher (researcher), with proper finger position (of the students); in this process, they will familiarize on the actual playing of the chords on the piano before the examination proper.

In the last stage, the Evaluation Stage, the researcher used the paired sample t-Test (dependent sample) to determine the effect of classroom assessment techniques and hake factor analysis to interpret and analyze the gain in the scores (performance) of the students in Music.

Statistical Treatment of Data

The following statistical tools were used to analyze and interpret the data:

1. Mean - the average of the scores.
2. Percentage - a proportion in relation to a whole which is usually the amount per hundred and often denoted using the sign percent (%) to describe the data vividly.
3. Paired Sample t-Test - the results of pre-evaluation and post-evaluation were compared to determine the effect of classroom assessment techniques on the performance of the students in Music.
4. Hake Factor $\langle g \rangle$ - the researcher obtained the value of normalized gain (gain of average) to interpret and analyze the gain in the scores of the students in Music. Hake advocated using normalized gain, in this case, music classroom assessment techniques, for “a consistent analysis over diverse student populations with widely varying initial knowledge states;” that is, it appeared to be independent of population or pre-test scores, allowing instructors to compare their students' learning to those of other students at very different kinds of institutions (McKagan, et. al., 2017).

RESULTS AND DISCUSSION

Performance of the Students Before and After the Implementation of Classroom Assessment Techniques in Music

Pre-evaluation Performance of Students in Music

Table 4. Pre-evaluation Performance of Students in Music

Performance Rating	Descriptors	Frequency	Percentage (%)
90 - 100	Outstanding	0	0
85 - 89	Very Satisfactory	0	0
80 - 84	Satisfactory	1	3.33
75 - 79	Fairly Satisfactory	0	0
Below 75	Did Not Meet Expectations	29	96.67
Total		30	100
Mean (Average of the Test Scores)		17.40	58
Mean of the Transmuted Performance Rating*			74
Interpretation			Did Not Meet Expectations

*DepEd Order No. 8, s. 2015

Post-evaluation Performance of Students in Music

Table 5. Post-evaluation Performance of Students in Music

Performance Rating	Descriptors	Frequency	Percentage (%)
90 - 100	Outstanding	0	0
85 - 89	Very Satisfactory	4	13.33
80 - 84	Satisfactory	2	6.67
75 - 79	Fairly Satisfactory	2	6.67
Below 75	Did Not Meet Expectations	22	73.33
Total		30	100
Mean (Average of the Test Scores)		20.77	69
Mean of the Transmuted Performance Rating*			80
Interpretation			Satisfactory

*DepEd Order No. 8, s. 2015

Comparison of Pre-evaluation and Post-evaluation Performance of Students in Music

Table 6. Performance of the Students in Music

Variables	Mean (Average of the Test Scores)	Percentage	N	Standard Deviation
Pre-evaluation	17.40	58%	30	3.55
Post-evaluation	20.77	69%	30	3.32

From the Table 4 and Table 5, Table 6 reveals that the students had a low performance in the pre-evaluation before the implementation of classroom assessment techniques with a mean score of 17.40 (58%), transmuted performance rating of 74% (remarked as “Failed”) with a descriptor of “Did Not Meet Expectations” and a standard deviation of 3.55. There was an increase in the students’ performance in the post-evaluation after the implementation of classroom assessment techniques with a mean score of 20.77 (69%), transmuted performance rating of 80% (remarked as “Passed”) with a descriptor of “Satisfactory” and a standard deviation of 3.32.

Significant Difference Between the Score of the Students Before and After the Implementation of Classroom Assessment Techniques in Music

Table 7. Paired Sample t-Test in Music

Variables	Mean (Average) Difference	t-value	Significant Value	Decision H_0
Pre-evaluation & Post-evaluation	3.37	6.680	2.462	Rejected

$N = 30$ $df = 29$ $p < .01$

Table 7 shows the value of t of 6.680. The result is significant at $p < .01$. The result showed that there is a significant difference in the performance of students in Music learning before and after the implementation of classroom assessment techniques. The mean difference in the mean score was 3.37. In addition, the obtained t is greater than the tabular t, thus the hypothesis of no difference in mean scores before and after the implementation of Classroom Assessment Techniques is rejected.

Gain of Average in the Score of the Students’ Performance with the Use of Classroom Assessment Techniques in Music

From the Table 6, in terms of the pre-evaluation and post-evaluation percentage, the obtained value of normalized gain (gain of average), using the Hake factor, was 0.262 inferred to a moderate gain in scores of the students in music learning with the used of classroom assessment techniques. Table 8 shows the range and inference in the gain of average by Hake (1998).

Table 8. Gain of Average/Normalized Gain (Hake, 1998)

Range	Inference
0.000 – 0.230	Low Gain
0.231 – 0.519	Moderate Gain
0.520 – above	High Gain

Classroom Assessment Techniques in Teaching World and Piano Music

The identified music classroom assessment techniques such as (a) Music Concept Memory Exercise, (b) Instrumental and Vocal Schematic Processing, (c) Five-Letter Name Pitch Memory Test, and (d) Three-Chord Familiarization Assessment, provide and help teachers through assessment and evaluation processes in Music. The aforementioned music classroom assessment techniques could also use as part of an integral domain in assessment and evaluation of learning intended to introduce the classroom teacher and prospective teacher to those elements of measurement and assessment essentials for effective teaching.

Foundation in assessment and evaluation of learning and teaching plays a significant role in effective teaching, a systematic process that employs analysis and interpretation of data obtained through certain measures to provide direction for the instructional process (Linn & Gronlund, 2000).

These techniques can also help teachers understand the ways their students learn the best as well as alert teacher/s when a certain teaching approach is not working very well. Other benefits include flexibility and timeliness. Many of the techniques, although not all, can be used in a variety of ways. They can be adapted to fit large or small class sizes, or modified depending on what subject matter is being taught; they can be used to assess student’s recall or critical thinking skills (Miller, 2016).

According to Gensee and Upshur (1996), in order to plan and make instruction that is appropriate for individual students or groups of students, it is necessary to understand the factors that influence student performance in class. This means going beyond the assessment of achievement. Chastain (1988) believes that teachers need to evaluate constantly their teaching based on student reaction, interest, motivation, preparation, participation, perseverance, and achievement. The conclusions drawn from such an evaluation constitute their main source for measuring the effectiveness of selected learning activities.

CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. The students had a low performance in the pre-evaluation before the implementation of classroom assessment techniques with a mean score of 17.40 (58%), transmuted performance rating of 74% (remarked as “Failed”) with a descriptor of “Did Not Meet Expectations” and a standard deviation of 3.55. There was an increase in the students’ performance in the post-evaluation after the implementation of classroom assessment techniques with a mean score of 20.77 (69%), transmuted performance rating of 80% (remarked as “Passed”) with a descriptor of “Satisfactory” and a standard deviation of 3.32.
2. There is a significant difference in the performance of students in Music learning before and after the implementation of classroom assessment techniques. The mean difference in the mean score was 3.37. In addition, the obtained t of 6.680 is greater than the tabular t of 2.462, thus the hypothesis of no difference in mean scores before and after the implementation of Classroom Assessment Techniques is rejected.
3. The obtained value of normalized gain (gain of average), using the Hake factor, was 0.262 inferred to a moderate gain in scores of the students in Music learning with the used of classroom assessment techniques.
4. The identified music classroom assessment techniques such as (a) Music Concept Memory Exercise, (b) Instrumental and Vocal Schematic Processing, (c) Five-Letter Name Pitch Memory

Test, and (d) Three-Chord Familiarization Assessment, provide and help teachers through assessment and evaluation processes in Music. The aforementioned music classroom assessment techniques could also use as part of an integral domain in assessment and evaluation of learning intended to introduce the classroom teacher and prospective teacher to those elements of measurement and assessment essentials for effective teaching.

RECOMMENDATIONS

In light of the findings of the study, the following recommendations are here offered:

1. Use classroom assessment techniques to gather immediate feedback, and to assess the students' learning and effectiveness of teaching practices.
2. Classroom assessment techniques are a better alternative to the traditional formative and/or summative test.
3. Find out through an assessment and evaluation of other classroom assessment techniques that might help to improve instruction in the teaching-learning process.
4. The teacher should have enough background on how to use formative assessments.
5. More classroom assessment techniques to be developed and implemented for better learning and effective teaching.

ACKNOWLEDGMENT

The researcher would like to express his sincerest gratitude to the following who supported the realization of this study: to the MAPEH Department and the Research, Planning, Communication and Publication Office, Espiritu Santo Parochial School of Manila, Inc.; and to the Global Researchers Association and Convergence for Excellence (GRACE) Inc.

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BRAND IMAGE OF SELECTED CONVENIENCE STORES: INPUTS TO CUSTOMERS AWARENESS

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ABSTRACT

The study focuses in examining the brand image of convenience stores located in Novaliches, Quezon City during the Academic Year 2017-2018. It assesses the nature and scope of brand management including challenges faced of brand management within a convenience store context to develop an improved brand strategy that will help convenience stores in promoting their business and generate profit. Respondents of the study were the store managers, staffs, and customers of selected convenience store within the area. A combination of descriptive-survey and exploratory Research Design was employed in this study. Survey questionnaire was the primary instrument used in this study. The study revealed that brand management practices based on brand image and brand strategy of selected stores in the study area is effective. Store managers encountered fragmentation of media, technological advancement of the buying public, and the changing environment as the main inhibiting factors in brand management practices. Development of a strong brand management practices and scheme is highly recommended to leverage the income and increase popularity of convenience stores.

Keywords: Branding, Brand Image, Brand Management Practices, Customer Awareness, Convenience Store

INTRODUCTION

Brand is a name, term, sign, symbol or design, or a combination of these, that aims to identify the goods or services of one seller and to differentiate them from the other sellers. It allows the target market to easily identify and distinguish the product or service from similar products or services available in the market. If the product can easily be identified through its brand, this will trigger an easy recall for the target market and when that happens, it will be a good sign that the product or service has made an impact to the buying customers and an entrepreneur or marketer is already in a position to influence its target market to buy.

Convenience stores, like fast food chains offers products and services that is similar to large supermarkets with fast and convenient services and easy to access. These kind of stores are primarily designed to cater those people who are in a hurry especially those who do not have enough time to go for a shopping in a big supermarket and need to buy only few and retail products. These stores are located in strategic places.

There are numerous advantages where branding put convenience stores ahead of their rivals. Branding creates trust and supports advertising. Effective advertisements in all forms develop a long lasting impact to the brand and product success. Advertisements should be balance.

Convenience stores are not exempted in facing the positive and negative effects of branding and brand management practices. Branding is more than a design on a product, a logo or strapline. It is all about of these things and more, customer experience, brand promises, company philosophy and culture.

It is in the characteristics of the store that makes it unique. Although, the name of the store is already in the mind of the customers, strategic locations, quality products and services, and reasonable price of the product or service are also take into considerations.

Developing and improving brand image is the focus of both academics and practitioners. Despite the change of consumers' life style and the way of information processing, brand image remains the dominant impact factor of consumption decisions. Most studies explore the effects of brand image from the perspective of consumer or from the company itself. However, there is no such studies that focus on both customers and management perspective towards brand image and its effect to convenience stores. Therefore, the present study focus in examining the brand image of selected convenience stores located in Novaliches, Quezon City during the Academic Year 2017-2018 and assess the nature and scope of brand image on both customers and management point of view including inhibiting factors that affects brand image within a convenience store. Likewise to develop an improved brand image that will help convenience stores in promoting their businesses and generate profit.

STATEMENT OF THE PROBLEMS/OBJECTIVES

The primary purpose of this study is to find out brand image of selected convenience stores in Novaliches, Quezon City during the Academic Year 2017-2018. Specifically it sought to answer the following problems:

1. How do the three groups of respondents assess the Brand Image of selected convenience stores as to Customer Services and Brand Strategy?
2. Is there a significant difference in the assessment of the three group of respondents on the above mentioned variables?
3. What are the inhibiting factors affecting the Brand Image?
4. Based from the findings, what does the researcher's recommend?

METHODOLOGY

The study employed a combination of descriptive-survey and exploratory Research Design. This design was used to describe the nature of the current situation, as it existed at the time of the study and to explore the cause/s of a particular phenomenon (Fraenkel, Wallen, & Hyun, 2013). Furthermore, the study was conducted in Novaliches, Quezon City during the Academic Year 2017-2018 and is limited to the selected convenience stores found within the area such as 7 eleven and Ministop.

The primary respondents of this study were the managers and staffs of the selected Convenience Stores in Novaliches, Quezon City and their respective buying customers.

Table 1 Population of the Study

Convenience Stores	f	%
7-Eleven	210	84.68
Ministop	38	15.32
Total	248	100.00

A total of two hundred forty-eight (248) respondents participated in this study. Table 1 shows that there are two hundred ten (210) respondents or equivalent to 84.68% who participated in this study from 7-eleven, while thirty-eight (38) or equivalent to 15.32% who participated from Ministop.

To obtain the sample size for the staff and manager/supervisor, purposive sampling technique was employed, while convenience sampling technique was employed to obtain the total number of customer respondents who participated in this study.

Seven convenience stores located in Novaliches, Quezon City were selected as the study area. All store managers/supervisors on each convenience store were served as the Manager/Supervisor respondents, while all the staffs on each stores were served as the Staff respondents of the study.

Table 2 Respondents of the Study

Respondents	f	%
Managers	7	2.82
Staff/Personnel	31	12.50
Customers	210	84.68
Total	248	100.00

As we can glean in Table 2, a total of seven (2.82%) Store Managers, thirty one (12.50%) personnel or staff, and two hundred ten (84.68%) buying customers were participated in the survey conducted by the researcher.

Survey questionnaire was the primary instrument used in this study. The survey questionnaire was developed by the researcher and validated by experts to satisfy sub-problem 1, 2, and 3 presented in this study. The questionnaire was composed of a series of questions that gathered the perception and assessment of the customer, staff, and manager/supervisor-respondents to the brand image of convenience stores located Novaliches, Quezon City in terms of customer service and brand strategy. It made use of structured questionnaire the Likert scale. In this survey type, five choices were provided for every question or statement. The choices represented the degree of agreement, each respondent had on the given question.

The data collected were tabulated and processed using Statistical Packages for Social Sciences (SPSS). In order to analyze and interpret the data gathered, percentage, weighted mean, ranking, and Analysis of Variance (ANOVA) were used as statistical tools.

REVIEW OF LITERATURE

Brand is a term in business and entrepreneurship that is closely linked to a product or place's image and reputation of the product or services being offered (Heding, Knudtzen & Bjerre, 2015). It is a powerful device to communicate a preferred image of products, services, or places (Farquhar, 2014). Furthermore, according to Aitken and Campelo (2011) brand is not just about promotion of product and place but about trust and respect developed from the customers.

On the other hand, branding is the process of promoting selected images in order to establish a favorable reputation (Heding, Knudtzen & Bjerre, 2015). According to Go and Go (2011), when a company looks to establish itself in the marketplace, it often turns to branding to help. The concept of branding and identity is to create a look and feel immediately identifiable and recognizable in the marketplace. Good branding can increase the value of the product and the company itself. A company's identity in the marketplace can easily make or break its profitability as a whole. Moreover, Go and Go (2011) pointed out that there are common advantages and disadvantages of branding to business. Some of these advantages are awareness and consistency in the market place, while becoming a common place and negative attributes are examples of disadvantages.

A strong, positive brand image helps places to differentiate themselves from others. Brands' differentiating and identifying functions (Keller, Parameswaran, & Jacob, 2011) make them a powerful influence on consumer thinking, attitudes, and behavior. Furthermore, according to Keller, Parameswaran, and Jacob (2011) a strong brand can enable premium pricing, as well as the market segmentation that makes it possible to communicate a coherent message to a target customer group (Keller, Parameswaran, & Jacob, 2011).

Customer awareness is a part of a company's marketing and communications plan. According to De Castro (2013) it is a process that helps an entrepreneur educate customers about his or her company, its performances and the products or services his or her company delivers. A well-designed awareness program ensures better customer engagement and protects customer welfare. He added that the primary goal of customer awareness program are understand which category of customers would be interested in the

product or service that will be offer or to sell; prepare an effective marketing and advertising plan to reach the target consumer segment; help customers find out the products and services; convey a clear message explaining the strengths and benefits of the products or services; and gain consumer's trust by helping them understand how the product will solve their respective problems.

According to Balsan (2014) it is beyond a memorable logo, good branding increases the value of a company, provides employees with direction and motivation, and makes acquiring new customers easier. A brand represents the sum of people's perception of a company's customer service, reputation, advertising, and logo. When all of these parts of the business are working well, the overall brand tends to be healthy. On the flip side, buying customers probably know a company that offers excellent products or services, but has a tarnished brand due to poor customer service (Go, 2017).

Branding improves recognition and creates credibility and trust (Llano, 2016). Furthermore, branding supports advertising, builds financial value, inspires employees, and generates new customers which these makes a strong impact on Small Medium Enterprises (SMEs).

Convenience stores are considered to be part of the Small and Medium Enterprises (SMEs), and SMEs are account for the vast majority of organizations in most developed economies (Culkin & Smith, 2013). SMEs tend to be more entrepreneurial, flexible, and innovative, which makes them more adept at serving specialist or niche markets and remaining responsive to customer needs (Lumpkin, McKelvie, Gras, & Nason, 2010). SMEs have more of an opportunity to get close to customers and obtain valuable feedback, which can then be used to provide them with a customized, value-added service (Teng, 2011). In addition, research has shown that entrepreneurial SMEs have a greater ability to leverage marketing strategies for entering new product markets and coping with complex environments (Nyangara, Ojera, & David, 2015). Furthermore, they tend to exhibit a higher order level of organizational learning and are more adept at acquiring and utilizing marketing information than their non-entrepreneurial counterparts (Chaston, Badger, & Sadler-Smith 2001).

However, research has demonstrated that SMEs are more likely to experience problems in marketing, human resource management, and general business planning (Huang & Brown, 1999). When combined with a lack of marketing expertise, difficulties arise in selecting suitable promotional media, designing content, conducting market research, and interpreting marketing information (Raymond, Brisoux & Azami, 2001). This is partly a result of limited financial, technological and managerial resources, lack of management information systems and concentration of decision-making with, more often than not, the owner-manager (Raymond, Brisoux & Azami 2001). Furthermore, marketing tends to be more reactive, in terms of responding to customer needs, rather than proactive (Teng, 2011). As the business develops, SME managers begin to experiment with different marketing techniques, acquiring experience and knowledge as time progresses and becoming more adept at accommodating those marketing practices that produce positive results for the organization (Teng, 2011).

It seems, then, that some of the conventional principles prescribed in the marketing literature cannot always be fully appreciated or applied within an SME context (Teng, 2011). The marketing activities of SMEs tend to be pragmatic, practical and adapted to suit the unique needs, circumstances and abilities of an individual SME (Teng, 2011). When constrained by resources, managers of SMEs tend to pursue those activities they believe will deliver the greatest benefit to the organization and most effectively utilize the resources that are available (Nyangara, Ojera, & David, 2015). Furthermore, most marketing principles are adapted to suit the unique situation of an SME, with many owner/ managers relying largely on their intuition, experience or judgment to make such decisions (Teng, 2011).

FINDINGS

Assessment of the Brand Management Practices of Selected Convenience Store in Novaliches, Quezon City as to Brand Image

Table 3. Assessment on the Brand Image of Selected Convenience Stores as to Customer Service

Criteria	Customers		Staffs		Managers		Computed Weighted Mean	V.I	Rank
	W.M	V.I	W.M	V.I	W.M	V.I			
1. Symbol of an instantaneous products that goes directly into the customers mind.	3.83	E	3.94	E	3.86	E	3.88	E	2
2. Recognize because of the familiarity and the unique idea	3.95	E	3.74	E	3.57	E	3.75	E	5
3. Consistent and attractive store image package which provides the foundation for adjusting interior areas that emphasize as trends change	3.76	E	3.81	E	3.71	E	3.76	E	4
4. Create a more comfortable environment, and present a store that is easier to shop	3.59	E	3.74	E	3.14	E	3.49	E	10
5. Demonstrate a commitment to providing a pleasant, up-to-date and well-maintained store	4.04	E	3.52	E	3.29	E	3.62	E	8
6. Pleasant, clean and well-maintained environment	3.65	E	3.48	E	3.43	E	3.52	E	9
7. Ensure that fixtures, displays, and equipment are kept up-to-date with evolving standards	4.17	E	3.74	E	3.86	E	3.92	E	1
8. Accessible location and available to the buying public	3.65	E	3.55	E	4.00	E	3.73	E	6
9. Speed and ease draw consumers to convenience stores from other formats	3.72	E	3.77	E	3.86	E	3.78	E	3
10. Price are competitive, recognizable, and satisfies the customers	3.60	E	3.74	E	3.71	E	3.68	E	7
Composite Weighted Mean	3.80	E	3.70	E	3.64	E	3.71	E	

Table 3 revealed that brand management practices of selected companies in Novaliches, Quezon City based on brand image is effective with a composite mean value of 3.71.

Generally, respondents agreed that pleasant, clean and well-maintained environment is necessary to promote the company of the buying public and has the belief that this is effective and an essential factor to attract customers and affects customers' buying decision (Mean, 3.52). While among the given criteria, respondents believed that competitiveness, recognisability, and satisfaction of the price (Mean, 3.68) is an effective brand management practice to be considered. The above results are congruent to the idea that brand is a term closely linked to a product or place's image and reputation in that it "captures the idea of reputation observed, reputation valued and reputation managed" or "a product or service or organisation, considered in combination with its name, its identity and its reputation" (Anholt, 2010). And it plays a role in most spheres of life, including "political, social, and cultural, official and unofficial, private and public" (Anholt, 2010).

Similarly, the results confirmed the notion of Moilanen and Rainisto (2009) that if a place, product or service acquires a positive, powerful and solid reputation, this becomes an asset of enormous value – probably more valuable, in fact, than all its tangible assets, because it represents the ability of the place or organisation to continue to trade at a healthy margin for as long as its brand image stays intact. Moreover, the results re-affirms the idea that having a strong, positive brand image helps places to differentiate themselves from others. Brands' differentiating and identifying functions (Aitken & Campelo, 2011) make them a powerful influence on consumer thinking, attitudes, and behavior.

Assessment of the Brand Management Practices of Selected Convenience Store in Novaliches, Quezon City as to Brand Strategy

Table 4 Assessment on the Brand Image of Selected Convenience Stores as to Brand Strategy

Criteria	Customers		Staffs		Managers		Computed Weighted Mean	V.I	Rank
	W.M	V.I	W.M	V.I	W.M	V.I			
Product									
1. Use its franchised model to find good position.	4.02	E	3.90	E	4.00	E	3.97	E	8
2. Well organized with cooperation with another brand association.	4.42	HE	3.77	E	4.14	E	4.11	E	1
3. Stabilize and reduce the cost while increasing the rate of demand.	4.04	E	4.03	E	4.00	E	4.02	E	6.5
4. Focus on the quality of products that all goods need to be prepared well.	3.91	E	3.90	E	4.29	HE	4.03	E	4
5. Create new innovation of the products and more to improving of company's flexibility.	3.84	E	3.77	E	4.14	E	3.92	E	9
6. Deliver all the quality that it claims in its brand promise.	3.98	E	4.13	E	4.00	E	4.04	E	3
Customer									
1. Develop strong relationship with customers.	3.84	E	3.87	E	4.43	HE	4.05	E	2
2. Focus on the customer's experience or make billing easier and faster are likely to be critical to brands' effort to provide a quick and easy experience.	3.85	E	4.00	E	3.86	E	3.90	E	10
3. Focus on the aspect that matter most to the segments they target.	4.05	E	3.68	E	3.71	E	3.81	E	12
Employee									
1. Sets standards to aspire to, helps foster employees' pride in the workplace, creates loyalty and can improve business performance.	4.44	HE	3.74	E	3.86	E	4.01	E	7
2. Establish processes for identifying recruits with good people skills and trained staff.	3.62	E	3.94	E	4.00	E	3.85	E	11
Marketing									
1. Effectively utilized promotional channels, blogs, forums, and social media (LinkedIn, Twitter, and Facebook).	3.62	E	4.00	E	4.43	HE	4.02	E	6.5
Total Weighted Mean	3.97	E	3.89	E	4.07	E	3.98	E	

Table 4 showed that respondents believed that the brand management practices of selected stores in the area is effective (Mean, 3.98). They agreed that developing strong relationship with customers is effective (Mean, 4.05) form of brand management practices among selected stores in Novaliches, Quezon City. In addition, the respondents believed that effectively utilizing promotional channels, blogs, forums, and social media such as LinkedIn, Twitter, and Facebook is highly effective form of brand management practice (Mean, 4.02). Respondents also agreed that as part of best brand management practice, stores should deliver all the quality that the product claims in its brand promise (Mean, 4.04). Moreover, respondents believed that it is effective as part of brand management practices when each stores focus on the customer's experience or make billing easier and faster because it is likely to be critical to brands' effort to provide a quick and easy experience (Mean, 3.90) to the buying public. Respondents believed that stabilizing and reducing the cost while increasing the rate of demand as effective (Mean, 4.02) brand management practices. In addition, focusing on the quality of products that all goods need to be prepared well is also effective (Mean, 4.03) practice to be considered when it comes to brand management. Results of the survey also revealed that it is effective as part of brand management practices when stores create new innovation to the products, improving the company's flexibility and focus on the aspect that matter most to the segments targeted the computed mean of 3.92. Respondents also viewed that establishing processes for identifying recruits with good people skills and trained staff and setting standards to aspire to, helps foster employees' pride in the workplace, creates loyalty and can improve business performance are effective form of brand management practices with mean of 3.85 and 4.01 respectively. And finally, the three group of respondents believed that well organized cooperation with another brand association is effective brand management practice with a mean of 4.11.

The above results are congruent to the idea that brand is a term closely linked to a product or place's image and reputation in that it "captures the idea of reputation observed, reputation valued and reputation managed" or "a product or service or organisation, considered in combination with its name, its identity and its reputation" (Anholt, 2010). And it plays a role in most spheres of life, including "political, social, and cultural, official and unofficial, private and public" (Anholt, 2010).

Similarly, the results confirmed the idea of Moilanen and Rainisto (2009) that if a place, product or service acquires a positive, powerful and solid reputation, this becomes an asset of enormous value – probably more valuable, in fact, than all its tangible assets, because it represents the ability of the place or organisation to continue to trade at a healthy margin for as long as its brand image stays intact. Moreover, the results re-affirms the idea that having a strong, positive brand image helps places to differentiate themselves from others. Brands' differentiating and identifying functions (Aitken & Campelo, 2011) make them a powerful influence on consumer thinking, attitudes, and behavior.

Significant difference on the assessment of the three group of respondents to Brand Management Practices as to Brand Image

Table 5. Analysis of Variance (ANOVA) of the Assessment of the Three Groups of Respondent to Brand Image of Selected Convenience Stores in Novaliches, Quezon City

		SS	MS	Df	F-value	Critical Value	Decision	Conclusion
Brand Image	Bet. Grp.	0.12	0.06	2	1.29	3.35	Fail to reject H ₀	Not Significant
	Within Grp.	1.25	0.05	27				
Brand Strategy	Bet. Grp.	0.19	0.10	2	2.11	3.28	Fail to reject H ₀	Not Significant
	Within Grp.	1.49	0.05	33				

Level of Significance: 0.05

The result of the multivariate analysis sample on the assessment of the three groups of respondents to the brand management practices of selected companies in Novaliches, Quezon City as to Brand Image using one-way analysis of variance (ANOVA) revealed that there is no significant difference on the assessment of the three groups of respondents. The computed F-value is less than the critical value at 0.05 level of significance, $F(29)=1.29$, $p < .05$. By conventional criteria, the differences are considered to be not statistically significant. This means that the three groups of respondents agreed that the above mentioned criterion are effective in brand management practices as to customer's buying decision and they both agreed on what criteria is the most effective.

Significant difference on the assessment of the three group of respondents to Brand Management Practices as to Brand Strategy

The result of the multivariate analysis sample on the assessment of the three groups of respondents to the brand management practices of selected companies in Novaliches, Quezon City as to brand strategy using one-way ANOVA revealed that the computed F-value is less than the critical value at 0.05 level of significance, $F(35)=2.11$, $p < .05$ (Table 5). By conventional criteria, the differences are considered to be not statistically significant. This means that the three groups of respondents agreed that the above mentioned criterion are effective in brand management practices as to brand strategy and they both agreed on what criteria is the most effective.

Inhibiting factors that affect Brand Management Practices

Table 6 Inhibiting factors Affecting the Brand Image as viewed by the Managers

Areas of Concern	Composite Mean	Verbal Interpretation	Rank
1. Functional zealous.	4.57	Highly Inhibited	5
2. Fragmentation of media (Effects of different form of media such as print, electronic, audio, and video).	4.71	Highly Inhibited	1.5
3. Possessing a compelling brand vision.	4.86	Highly Inhibited	3
4. Building brand vision among employees.	4.57	Highly Inhibited	6
5. Leveraging brand assets to enable to grow.	4.43	Highly Inhibited	7
6. Innovations that leads to developing new brand strategies.	4.57	Highly Inhibited	4
7. Technological advancement of the buying public and the changing environment.	4.86	Highly Inhibited	1.5

Store managers encountered fragmentation of media or effects of different form of media such as print, electronic, audio, and video, and technological advancement of the buying public and the changing environment as the main inhibiting factors in brand management practices (Mean, 4.86). They also encountered that possessing a compelling brand vision (Mean, 4.86) and innovations leads to developing new brand strategies (mean, 4.57) as one of the major inhibiting factors that they have experienced when it comes to brand management. The ongoing pressure deliver short-term financial results, building brand vision among employees, and leveraging brand assets to enable to grow are also highly encountered by the store managers of selected stores who participated in the survey inhibiting factors to brand management practice with mean values of 4.57, 4.57, and 4.43 respectively.

Brand Management Scheme to Improve the Brand Management Practices of Selected Convenience Stores in Novaliches, Quezon City

Based on the results of the survey conducted among selected companies in Novaliches, Quezon City, the researcher recommends to developed strong brand management practices and scheme to leverage the income and increase popularity. The Brand Management Practice Scheme should measure customer equity and brand equity by understanding what drives each one and to what degree. By extension, the scheme should serve as a tool for decision making. Once management knows the drivers and their relative weights, it can predict the impact of specific brand-building actions on customer equity and, in turn, on profitability.

CONCLUSION

Based on the findings of the study, the following conclusions can be drawn:

- Brand image and brand strategy are important factors to consider in introducing the products or services to target customers. If an entrepreneur wants its target customers to know about its product or service innovations and prioritize them over the similar category products or services that its competitors sell, it has to build a good customer awareness process through an improve brand image and brand strategy;
- There is a significant difference on the views of the three groups of respondents towards brand management practices of selected companies in Novaliches, Quezon City as to brand image;
- There is no significant difference on the views of the three groups of respondents towards brand management practices of selected companies in Novaliches, Quezon City as to brand strategy;
- Fragmentation of media or effects of different form of media such as print, electronic, audio, and video, and technological advancement of the buying public, the changing environment as the main inhibiting factors in brand management practices, possessing a compelling brand vision, innovations that leads to developing new brand strategies, ongoing pressure to deliver short-term financial results, building brand vision among employees, and leveraging brand assets to enable to grow, are considered to be inhibiting factors to brand management practice; and

- Entrepreneur needs a solid customer awareness plan to reach maximum numbers of potential customers and create a product demand. Regardless of how good the product or services is, it will not help anyone if they are unaware of it.

RECOMMENDATION

Based on the findings and conclusions of this study, the following recommendations are suggested:

- Develop a strong customer awareness strategy through its brand image that will help the products or services to become noticeable in the market and create a sense of necessity towards the products or services being offered;
- Developed strong brand management practices and scheme to leverage the income and increase popularity and use it as a way to measure customer and brand equity by understanding what drives one from the other in terms of degree; and
- Conduct similar studies in a wider scope, different environment and population to a group of customers that focus on the relationship between brand equity, value equity, and relationship equity which might lead to new discoveries of factors that might affect brand management practices.

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COMPASSION SATISFACTION, BURNOUT AND SECONDARY STRESS TRAUMA AS MEASURES OF RESILIENCY AMONG RESCUERS

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ABSTRACT

Rescuers are exposed to potentially traumatic events as part of their tasks in the delivery of immediate response to victims of natural and man-made calamities. This study endeavored to describe the participants' profile as to their sex, age and years in service; determine the compassion satisfaction, burnout and secondary stress trauma as measures of resiliency among rescuers and analyze the significant differences among the variables when grouped according to their profile. Participants were 105 rescuers from the cities of Ilagan, Cauayan, and Santiago. The Professional Quality of Life Scale Version 5 (Stamm, 2009) was utilized to answer the objectives of the study. The descriptive research design was used employing frequency counts, percentages, weighted mean, t-test and Analysis of Variance. Results revealed rescuers to have low levels of compassion satisfaction, burnout and secondary stress trauma, hence the likelihood to bounce back from a critical incident is high. The results showed no significant difference between sexes in their compassion satisfaction and secondary stress trauma while a significant difference on burnout was noted. Also, a significant difference was observed between compassion satisfaction and burnout when participants are grouped according to their age while no significant difference on secondary stress trauma was found. Moreover, regardless of their years in the service, a no significant difference on compassion satisfaction, burnout and secondary stress trauma was observed. A psychological intervention program is proposed to improve the rescuers' low level of compassion satisfaction and strengthen their abilities to overcome burnout and secondary stress trauma.

Keywords: Burnout, Compassion Satisfaction, Psychological Intervention, Resilience, Secondary Stress Trauma

INTRODUCTION

On June 23, 2018 an incident occurred in Thailand wherein 12 soccer players with their coach were trapped inside a cave for three weeks was rescued on July 10, 2019. The incident was broadcasted to different nation starting from the planning and execution of the rescue until its success. Rescue Personnel from different countries helped the local rescue team to execute rescue operation and offer equipment that led to its success. Unfortunately, the accomplishment of the rescue cost the life of a former Thai Navy Seal who volunteered during the execution of the rescue operation. This shows how risky the job of a rescuer is in which disastrous events may cause them physical harm, psychological trauma and might cost their life in order to accomplish their stated oath.

On the local news, on September 15, 2018, typhoon "Ompong" classified as a super typhoon hit Philippines particularly Region 2 with death casualties of 65 and with more than 300 people injured. Rescue personnel were reportedly on duty before, during and after the landfall of the typhoon to help in the evacuation of the people inside the danger zone. There were also stand by rescuers during the occurrence of the Typhoon for further emergency situations.

The nature of these events requires that rescuers perform critical tasks, which may affect mental and physical wellbeing. Along with the traumatic experiences that are inherent to the work, other stressors

such as long and irregular shifts, overnight hours, dangerous environments, and physical demands contribute additional stressors (Meadows et al., 2011). Hence, emergency rescue personnel can be considered a “high risk” occupational group in that they could experience a broad range of health and mental health consequences as a result of work-related exposures to critical incidents (Pietrantonio & Prati, 2014).

Documented literatures have posited that some rescuers struggle with mental health concerns including suicide, depression, posttraumatic stress disorder (Benedek et al., 2007), and alcoholism (Taft et al., 2007) due to the nature of the work. Physical health injuries that result from workplace responsibilities can be an additional source of stress (Szubert & Sobala, 2002). Given these informations, seems clear that rescuers have unique work stressors that might require them to seek support from professionals to cope with the demands they are experiencing. The inability to bounce back or recover from the stressful incident might lead into different distress that can lead to some massive psychological dysfunction.

Isabela having named as the best Provincial Disaster Risk Reduction Management Council unit nationwide have tickled the researchers’ curiosity to study resilience of local rescuers. Thus, be able to help in strengthening or improving this construct through a psychological intervention program by providing a wider perspective on the importance of coping from a traumatic event and the promotion of awareness on the consequences of psychological dysfunction in performing their work-related tasks.

Objectives of the Study

The main objective of the study is to measure the rescuers’ levels of compassion satisfaction, burnout and secondary stress trauma as measures of resiliency. Specifically, it sought to:

- 1.) describe the rescuers’ profile as to their sex, age and years in the service.; and
- 2.) analyze the significant difference among the rescuers’ levels of compassion satisfaction, burnout and secondary stress trauma when they are grouped according to their sex, age and years in the service.

REVIEW OF LITERATURE

Resilience of Rescuers

The concept of resilience as a psychological construct is relevant to rescuers since they are exposed to critical incidents, involving death or life-threatening injury, is an integral part of their job (Pietrantonio & Prati, 2014). Studies on rescuers’ resilience revealed that they are at risk to suffer from several psychological complaints such as PTSD, depressive symptoms, substance abuse, and social dysfunction (Fullerton, Ursano & Wang, 2004).

Resilience has been defined as a dynamic, positive adaptation despite adversity (), the ability to recover from a challenge and pursue the positive, and the ability to adapt as conditions change (Reich, Zautra, & Hall, 2010).

The American Psychological Association (2014), defines resilience as “the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress. While, Luthar et al. (2000), referred resilience as a “dynamic process encompassing positive adaptation within the context of significant adversity” In other words, while an individual may react positively to adversity at one point in his or her life, it does not mean that the person will react in the same way to stressors at other points in his or her life (Rutter, 2006).

Compassion Satisfaction, Burnout and Secondary Stress Trauma as Measures of Resilience

According to Almedom and Glandon (2007) resilience is a multidimensional construct with several factors to be considered in order to be examined satisfactorily. The Professional Quality of Life Scale (Stamm, 2009) presented these constructs that measures resiliency. Compassion satisfaction is defined as the pleasure derived from being able to carry out a certain task. For example, the pleasure to help others through what you do at work. Having a positive view about co-workers or the ability to contribute to the work setting or even the greater good of society through your work with people who are in dire need. When these are not met, burnout is one element of the negative effects of caring. Burnout is associated

with feelings of hopelessness and difficulties in dealing with work or in doing a job effectively. It reflects a feeling that all efforts made make no difference, or can be associated with a very high workload or a non-supportive work environment. Secondary Stress Trauma is secondary exposure to extremely stressful events. For example, exposure to traumatic events as a result of the job, caring for those who have experienced extreme traumatically stressful events. Symptoms of extreme exposure may include being afraid, having difficulty sleeping, having images of the upsetting event, and even avoiding things that remind the event.

Stamm (2010) suggested having high Compassion Satisfaction combined with moderate to low Secondary Stress Trauma and burnout levels embodies a more positive behavioral outcome and complex ability to bounce back from a stressful situation.

Burnout dimension in resilience, a study of Zack and Schweitzer (2008), stated that recognizing burnout in an individual will most likely predetermine the resilience of an individual who is most likely vulnerable to stress. Ruston et al., (2015) added that there is a strong association between burnout and resilience, i.e. having low level of burnout means a higher resiliency.

Secondary stress trauma and resilience coexist with each other that stressful and traumatic events may serve as a trigger directing internal changes towards a higher level of psychological function and resilience (Linley & Joseph, 2014). Thus, secondary stress trauma is being substantially correlated in determining resilience (Newland et al., 2015).

Psychological Intervention Programs

American Psychological Association dictionary defined Psychological Intervention as an action on the part of a psychotherapist to deal with the issues and problems of a client. The selection of the intervention is guided by the nature of the problem, the orientation of the therapist, the setting, and the willingness and ability of the client to undergo treatment. A psychological intervention is broadly understood as a mental health nursing intervention which is underpinned by psychological methods and theory. It also has the intention of improving biopsychosocial functioning (Paley and Shapiro, 2001).

According to Parish and Chan (2008) that Psychological intervention includes a wide array of behavioral and psychotherapeutic treatments designed to reduce psychological distress and maladaptive behavior and to increase adaptive behavior, typically through counseling, support, interaction, or instruction.

Resilience is modifiable and can be improved by interventions (Bengel & Lysenko, 2012). The development and evaluation of interventions that aim to foster or enhance psychological resilience and prevent stress-related mental dysfunctions are essential for rescue personnel. Resilience-training programs have been developed for, and conducted in, a variety of clinical and non-clinical populations using various formats, such as multimedia programs or face-to-face settings, and delivered in a group or individual context (Bengel, Lysenko 2012).

METHODOLOGY

Participants of the Study

Due to time constraint during the gathering of data and rescuers are always “on the go”, purposive sampling was used in determining the participants of the study. There were one hundred five (105) rescuers from the Cities of Ilagan, Cauayan and Santiago who took part in this study. Rescuers were believed to belong to the “high-risk” occupational group and that they could experience a broad range of physical and mental health consequences as a result of work-related exposures to critical incidents.

Research Design

This study used the descriptive research design. It is a method for drawing evidence that will express systematically a situation or a condition as it exists factually and accurately (Salmorin, 2006).

Instrument

In order to measure the level of resiliency among the rescue personnel, the Professional Quality of Life Scale (Stamm, 2009) Version 5 was used. It is a 30-item questionnaire designed to gather data that evaluates the three discrete psychometric scales involved in measuring the resilience among rescue personnel, which are the Compassion Satisfaction Scale, Burnout Scale and Secondary Stress Trauma. Responses were anchored on a five-point Likert scale (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very Often).

The levels of the three constructs were summed up and scored as:

43 or less indicates “Low in Compassion Satisfaction, burnout and secondary stress trauma”,

50 shows “Average in Compassion Satisfaction, burnout and secondary stress trauma”

57 or more will result to “High in Compassion Satisfaction, burnout and secondary stress trauma”.

Statistical Tool

Data collected were analyzed employing frequency counts and percentages to describe the profile of the participants as to their sex, age and years in the service. Weighted mean was also used to describe the levels of compassion satisfaction, burnout and secondary stress trauma as measures of resiliency. Inferential statistics such as the t-test was utilized to test the significant difference on the participants’ levels of compassion satisfaction, burnout and secondary stress trauma as measures of resiliency when they are grouped according to their sex while analysis of variance (f-test) was utilized to examine these constructs when participants are grouped according to their age and years in the service. The level of significance was set to 0.05.

FINDINGS/RESULTS

Table 1. Demographic Profile of the Participants

Profile	Frequency (n=105)	Percentage
Sex		
Male	68	64.8%
Female	37	35.2%
Age		
Young Adulthood (21-35)	80	76.4%
Middle Adulthood (36-50)	25	24.4%
Years in Service		
1 - 5	73	69.5%
6 - 10	29	27.7%
14 – 20	3	2.9%

The participants of the study were the 105 rescue personnel from the Cities of Ilagan, Cauayan and Santiago. Majority of the participants are male with a total number of 68 or 64.8%, while, 37 or 35.2% participants were female.

As to the participants’ age, majority of the participants were clustered under young adulthood with age ranging from 21-35 years old, with a frequency of 80 or 76.4%. There were 24% or 25 participants with age ranging from 36-50 or the middle adulthood stage.

As to years in the service, majority were in the service between 1 year to 5 years with a total number of 73 or 69.5%, followed by 6 to 10 years with a total number of 29 or 27.7%, and there were 3 participants or 2.9% who have been in service for 14 years above.

The dominance of male rescuers may be attributed to the physiological aspect associated to their masculinity. In a job where physical performance is paramount, people with a natural predisposition towards it are arguably best suited for the job. Warren (2012) stated that men are foremost seen on job

such as rescuers, emergency responders due to their attributable physiological aspects which is considerably generalized as masculine (Hall, 2015) are required in the line of work as rescuers, to carry and support patients and accidents that requires lifting and carrying that is mostly witness on road accidents, during calamities, etc.

Young professionals and those who are new in the service are also dominant in the rescue field. The benefits of acquiring young professionals in the workplace, is that the energy and perspective for most young workers are eager to learn, build their experience and apply their skills in the workforce. This enthusiasm is great for team building, productivity and workplace moral, and more importantly adaptability and agility which means that younger people are better equipped to respond to sudden change, and necessarily required especially in helping profession such as medical personnel, military personnel, fire fighters, first responders and other profession that in need of physical aid (Orlinsky, 2001).

Table 2. Level of Compassion Satisfaction; Burnout and Secondary Stress Trauma as Measures of Resiliency

Indicators	Score	Descriptive Rating
Compassion Satisfaction	40.17	Low
Burnout	31.21	Low
Secondary Stress Trauma	24.61	Low

The participant’s level of resilience appeared to be low on Compassion Satisfaction (40.17), Burnout (31.21) and Secondary Stress Trauma (24.61).

The low compassion satisfaction indicates the lack of pleasure and fulfilment from helping others (Stamm, 2009), acquiring low compassion means that participants show an inadequate understanding of the pleasure gained resulting from serving others, they undervalue their capacity to provide care to those who are in dire need. Compassion satisfaction is vital in the field of the helping profession, it is the core of their job, but the low score might be coupled with the degree of credit given by colleagues and supervisors for the effort exerted to get a job well done. Cocker and Joss (2016) added workload intensity, inadequate rest time periods between shifts, task repetitiveness, low control and lack of meaningful recognition, and poor managerial support are measures that causes low compassion satisfaction among healthcare personnel. Craig (2009) also added that having a Compassion Satisfaction can lessen the risk of obtaining secondary stress trauma that may cause ineffectiveness, unproductivity or other psychological dysfunctions that can affect their job as rescuers.

Also, participants manifested low burnout which means they do not show any emotional exhaustion, stress and depersonalization within their job. Although, many documented literatures concluded that burnout is inevitable especially in the helping professions (Gabbassi, 2002), there are various factors that can lead in the absence of burnout such as the aids they obtain given by the organization, their drive, the environment within their work and the repetitiveness of witnessing similar incidents that have them unpretentious to burnout. Hence, having a low score in burnout is associated on the participants’ low score in terms of secondary stress trauma. This leads into an understanding that they do not take the emotional strain and burden of the sufferers to themselves. Burnout and Secondary Stress Trauma have been documented as the central consequences of risky job demands like the rescuers (Elwood, Mott, Lohr, Galovski, 2011), however, participants of the study may have good coping strategies against burnout and secondary stress trauma that they reported low levels on these constructs.

Table 3a Significant Difference on the Participants’ Compassion Satisfaction, Burnout and Secondary Stress Trauma as measures of resiliency when they are grouped according to sex

Parameters	t-value	p-value
Compassion Satisfaction	.02 ^{ns}	.86
Burnout	3.05*	.05
Secondary Stress Trauma	2.49 ^{ns}	.11

Table 3b Significant Difference on the Participants' Compassion Satisfaction, Burnout and Secondary Stress Trauma as measures of resiliency when they are grouped according to age

Parameters	f-value	p-value
Compassion Satisfaction	1.35*	.04
Burnout	2.50*	.00
Secondary Stress Trauma	1.00 ^{ns}	.47

Table 3c Significant Difference on the Participants' Compassion Satisfaction, Burnout and Secondary Stress Trauma as measures of resiliency when they are grouped according to Years in Service

Parameters	f-value	p-value
Compassion Satisfaction	.42 ^{ns}	.94
Burnout	1.61 ^{ns}	.10
Secondary Stress Trauma	1.21 ^{ns}	.28

Compassion satisfaction, burnout and secondary stress trauma as measures of resiliency when they are grouped according to sex

The compassion satisfaction and secondary trauma which measured the level of resilience of the respondents having a t-values of .02 and 2.49 and p-values of .86 and .11 respectively revealed a no significant difference between sexes. However, a significant difference was evident on burnout having a t-value of 3.05 and p-value of 0.05.

The result implies that both male and female rescuers feel the lack of pleasure and fulfilment from helping others. By this, it means that they view their ability to be still not good enough to contribute to their work setting which impedes their motives and enthusiasm to help the greater good of the society especially those who need immediate care.

Similarly, a no significant difference on Secondary Stress Trauma between male and female rescuers was revealed in the study, which contradicts the study of Thompson (2014) stating that men differs from women on secondary stress trauma, as women would likely to experience a higher score on secondary stress trauma than men because women are more likely to internalize unpleasant and traumatic event that they witnessed.

On the other hand, the significant difference on participants' level of burnout as to their sex implies that male and female rescuers show diverse levels of burnout. Supporting the result of this study, Llorent (2016) men experience higher level of work-related emotional exhaustion than women.

Difference on the participants' compassion satisfaction, burnout and secondary stress trauma as measures of resiliency when they are grouped according to age

The results depict a significant difference in both Compassion Satisfaction (f-value 1.35; p-value .04) and Burnout (f-value 2.50; p-value .00) On the contrary, a no significant difference was revealed on the participants' Secondary Stress Trauma when grouped according to the participants' age acquiring an f-value of 1.00 and p-value of .47.

The significant difference found between compassion satisfaction as to the participants' age suggests a disparity on their manifestation of compassion satisfaction. The young rescuers having the majority of the participants may have reported significantly lower levels of compassion satisfaction than their older counterparts. Perry et al., (2011), says that aged 40 years or younger were found to be at lower risk for compassion satisfaction. Harvey (2015) also affirmed that 50 years and older would score higher on compassion satisfaction and are likely to experience higher levels of burnout and, notably, emotional exhaustion than those aged 49 years and under, who experience very low levels. Nevertheless, as an indi-

vidual age, with life's experiences, a person's disposition on handling stress and trauma may have been mastered, hence the no significant difference found on secondary stress trauma.

Difference on the participants' compassion satisfaction, burnout and secondary stress trauma as measures of resiliency when they are grouped according to Years in Service

Obtaining an f-value of 1.35 and p-value of .94 for compassion satisfaction; an f-value of 2.50 and p-value of .10 for burnout; and an f-value of 1.00 and p-value of .28 for secondary stress trauma indicated that there is no significant difference among the participants' Compassion Satisfaction, Burnout and Secondary Trauma when they were grouped according to their years in service. These results mean that participants show identical level of compassion satisfaction, burnout and secondary stress trauma regardless of how many years they were in the service. Thus, the development of compassion satisfaction (Wood, Linley & Joseph, 2007), is not prevented by the level of experience in the service. The level of burnout appeared to be relative between and among the participants despite the disparity in their years in the service, this implies that the line of work being a rescuer who provides immediate response to natural and man-made disasters is indeed a very toxic task but the way they handle secondary stress trauma despite their differences on their length of service seemed to have no distinction as they were able to prevent emotional strain get in their way during the course of helping others.

CONCLUSIONS AND RECOMMENDATIONS

Rescuers showed high resiliency since they reported low levels of burnout and secondary stress trauma. However, having low compassion satisfaction represents a more complex ability to bounce back from a critical incident. A Psychological Intervention program is recommended to focus on enhancing their compassion satisfaction to include the following activities: lectures/seminars/workshop establishing work-related values, teambuilding, personality development, sensitivity programs and regular socializations.

A Critical Incident Stress Debriefing can also be done as the need arises after a critical incident to prevent the occurrence of burnout and secondary stress trauma. It is a comprehensive and multidimensional crisis intervention system that intends to help individuals exposed to critical incidents. The focus is to provide "Psychological First Aid" as an immediate debriefing in order to minimize the harmful effects of burnout and trauma specifically in crisis or emergency situations (Tapia, 2012).

Proposed Psychological Intervention Program

<i>Objectives</i>	<i>Activities</i>	<i>Duration</i>	<i>Learning Outcome</i>
To prevent the harmful effects of burnout and trauma	Psychological First Aid	Right after responding to a critical incident	Sharing experiences of a critical incident can at least mitigate occurrence of burnout and trauma
To inculcate prosocial behaviors essential in any agency	Seminar on Work-Related Values	Can be done twice a year	Realizing the value and worth of co-workers and clients are vital in the attainment of the agency's vision, mission, goals and objectives.
To recognize one's strengths and weaknesses	Seminar/Workshop on Personality Enhancement/Personality Assessment	Can be conducted twice a year	Knowing one's self makes high probability of understanding others, hence, empathy, sympathy and compassion can be achieved
To promote a strong sense of camaraderie among and between the rescuers	Team Building/Regular Socializations	Can be conducted four times a year	It strengthens the principle of cohesiveness: "together we stand, divided we fall"
Reorientation of values	Sensitivity Program	Can be conducted twice a year	Distinguishing one's moral values is a springboard in understanding the essence of compassion in the workplace.

ACKNOWLEDGMENT

The researchers would like to convey their heartfelt gratitude to the Department Heads of the City Disaster Risk Reduction Management of the cities of Santiago, Cauayan and Ilagan for allowing the conduct of the study. Also, the cooperation of all the rescuers who participated during the gathering of data is highly appreciated.

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REVIEW OF THE ANTI-RED TAPE LAW RELATIVE TO THE IMPLEMENTATION OF THE CITIZEN'S CHARTER

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ABSTRACT

Republic Act 9485, otherwise known as the Anti-Red Tape Act of 2007, was enacted to improve efficiency in the delivery of government service to the public by reducing bureaucratic red tape, preventing graft and corruption, and providing penalties thereof. This study was conducted to determine the level of implementation of R.A. No. 9485, determine the level of awareness of the respondents on the implementation of the Act, find out if there are significant differences between its level of implementation as a whole and in terms of respondent's profile, find out if there are significant differences between the level of awareness of respondents on the Act as a whole and in terms of their profile, and ascertain the level of awareness on the Act as a predictor of the level of implementation. This descriptive-inferential-correlational research found that there was a high level of implementation and awareness among personnel of the R.A. 9485. A significant difference in the level of implementation was spotted when personnel were grouped according to status, current occupation, and position. Further, a significant difference on the level of implementation existed when they were classified in terms of age and civil status. The level of awareness is a predictor of the implementation of the Act.

Keywords: Republic Act 9485, Anti-Red Tape Act 2007, Graft and Corruption, Citizen's Charter, implementation, awareness, bureaucratic

INTRODUCTION

Slow delivery of public service has long been an issue in dealing with government agencies. In response to the prevalent sentiment, Republic Act 9485, otherwise known as Anti-Red Tape Act of 2007, was enacted to improve efficiency in the delivery of government service to the public by reducing bureaucratic red tape, preventing graft and corruption, and providing penalties therefore. Towards this end, the State shall maintain honesty and responsibility among its public officials and employees, and shall take appropriate measures to promote transparency in each agency with regard to the manner of transacting with the public, which shall encompass a program for the adoption of simplified procedures that will reduce red tape and expedite transactions. All offices and agencies which provide frontline services are hereby mandated to regularly undertake time and motion studies, undergo evaluation and improvement of their transactions systems and procedures, and re-engineer the same if deemed necessary to reduce bureaucratic red tape and processing time.

In order to uphold this law, all government agencies including departments, bureaus, offices, instrumentalities or government-owned and controlled corporations or local government or district units shall set up their respective service standards to be known as the Citizen's Charter in the form of information billboards which should be posted at the main entrance of offices or at the most conspicuous place, and in the form of published materials written either in English, Filipino, or in the local dialect. The study was anchored on the Republic Act No. 9485 also known as the Anti-Red Tape Act of 2007. It is an act to improve efficiency in the delivery of government service to the public by reducing bureaucratic red tape, preventing graft and corruption, and providing penalties for those who failed to implement the act. In June 2007, the Filipino government tried to tackle this problem through the Anti-Red Tape Act (ARTA). Its overall intention was to increase transparency and promote honesty and responsibility in government

service delivery. The Act included simplifying measures to reduce red tape in service transactions, and it established a formal corruption prevention tool for service provision. ARTA was the first legislation in the Philippines to establish a minimum standard in accessing frontline government services, including at its core a “maximum processing period of five days for simple transactions and ten days for complex transactions. Signatories are also mandated to be limited to a maximum of five.”

Transparency and accountability, as noted by Gabriel (2017), are vital to the operation of governments regardless of the type of regimes and territorial boundaries of states. They are perceived as complements of policy effectiveness such as when citizens collectively act against power holders who support bad policies or when they commit inaction despite the presence of urgency to commit action (Gabriel and Gutierrez, 2017). According to Gabriel (2018), transparency and accountability are the governance principles behind the passage of Republic Act 9485 or Anti-Red Tape Act (ARTA) of 2007. The primordial objective of the Act is to prevent corruption and introduce reforms in the Philippine bureaucracy. Alongside with decentralization is the effort of the government to bring efficiency in the countryside. His study evaluates the implementation and formulation of the Anti-Red Tape Act of 2007 in ten municipalities of the province of Nueva Ecija, Philippines; investigates into the status of implementation and analyzes its effects on the perspectives of citizen-consumers. The results of the study reveal that there is a significant difference in their assessment of the ten municipalities in the province of Nueva Ecija. From the perspectives of participants public clients, there are diverse responses to the same questions about the observance of Citizen Charter provisions. Thus, there is a need to identify the sources of divergences. Frontline services show that there is no significant difference in the assessment of the observance of frontline services. There is no significant difference between and among clusters of municipalities in terms of Report Card Survey (RCS).

STATEMENT OF THE PROBLEM

This study determined the implementation of Republic Act No. 9485 or otherwise known as the “Anti-Red Tape Act of 2007, specifically:

1. What is the level of awareness of the respondents on the implementation of R.A No. 9485?
2. What is the level of implementation of R.A. No. 9485?
3. Are there significant differences between the level of awareness of the respondents on R.A 9585 as a whole and in terms of their profile?
4. Are there significant differences between the level of implementation of R.A. 9485 as a whole and in terms of the respondent’s profile?
5. Is the level of awareness on R.A 9485 a predictor of the level of implementation?

METHODOLOGY

This was a descriptive-inferential-correlational research. The respondents were the 197 regular employees of the different offices of the Provincial Capitol in the province of Capiz. They were selected because they were the implementers of the Citizens Charter (R.A. 9485). This was a population study.

The research instrument used in gathering data was a researcher-made questionnaire consisted of two parts. Part I gathered information on personal profile of the respondents of the study. Part II dealt with the level of awareness on R.A 9485. And, Part III dealt on the level of implementation on R.A 9485. In order to come up with an effective research instrument, the survey questionnaire was subjected for validation by the three (3) panel experts. They were the professors of the Graduate Program of the College of Business Administration. The questionnaire was also subjected to a reliability test administered to 30 respondents in Roxas City, City Hall who were not the actual participants of the study. The respondents for reliability were chosen by simple random sampling. Only thirty (30) employees were used in the reliability testing because this number is adequate enough to prove the reliability of the questionnaire (Garrett, 1978). The reliability coefficient on the reliability results has no right or wrong answer. Data were tabulated and processed using Statistical Package Social Science (SPSS software version 20). Ac-

According to Milton Smith, a reliability coefficient of not less than 0.80 but not more than 1.0 is necessary for the whole questionnaire to be reliable. The study used Mean as statistical tool.

REVIEW OF LITERATURE

There are studies conducted on the formulation and implementation of the Anti-Red Tape Act of 2007 in the Philippines. Different results were found on these studies.

Saguin (2013) noted significant improvement in the overall performance, including the delivery of services, of the five cities in Metro Manila because of the ARTA. But, despite faithful compliance, respondent cities showed varying degrees of success in implementation. Aniga (2014) asserted that service delivery of one university has been efficient following its implementation of ARTA. Gomez & Mudlong (2017) on the other hand ascertained that the implementation of ARTA brought no significant change on the perception of student-clients of the chosen university in terms of turn-around time to finish transactions; exogenous aspects other than university personnel’s response to the student’s particular demands were perceived to contribute to organizational efficiency. De Leon (2016) evaluated and proved that the formulation and implementation of the provisions of ARTA in the Bureau of Customs and Clark Development Authority, in the province of Pampanga, Philippines, are not fully compliant to the requirements of ARTA. In contrast is the result of study of the Makati Business Club (2016) which points the dramatic improvement on the delivery of service of ten national government agencies to the ARTA. Such development has improved the country’s rating in the negative perceptions index and substantiates the ease of doing business in the country (Gabriel, 2018).

FINDINGS/RESULTS

Level of Awareness on RA 9485

Table 1 shows the results on the level of awareness on the implementation of R.A. 9485. Results of the study revealed that the mean score is 4.06 which is interpreted as “high”. The personnel of different offices have high level of awareness on R.A. 9485 by having a deep understanding on the vision and mission of the government agency and the services they provided to their clientele. This implies that the personnel of the government agencies performed their duties through compliance of R.A. 9485. This is also an implication that they are aware of the salient features of the Act. Section 5 of the R.A. 9485 is the reengineering of the systems and procedures that all offices and agencies which provide frontline services are hereby mandated to regularly undertake time and motion studies, undergo evaluation and improvement of their transaction systems and procedures, and reengineer the same if deemed necessary to reduce bureaucratic red tape and processing time by having high level of awareness on R.A. 9485. This is also in accordance to Section 6 Citizen’s Charter of R.A. 9485 that all government agencies shall set up their respective service standards through different forms of information like billboards which should be posted in the most conspicuous place.

Table 1. Level of Awareness on R.A. 9485.

LEVEL OF AWARENESS ON RA 9485	MEAN	VERBAL INTERPRETATION
The vision and mission of the government office or agency	4.27	Very High
Identification of the frontline services offered and the clientele	4.20	High
Step-by-step procedure to obtain a particular service	4.04	High
The officer or employee responsible for each step	4.17	High
The maximum time to conclude the process	4.02	High
Documents to be presented by the client, with a clear indication of the relevancy of said documents	4.12	High
The amount of fees, if necessary	3.99	High
The procedure for filing complaints in relation to requests and applications, including the names and contact details of the officials/channels to approach for redress	3.92	High
Allowable period for extension due to unusual circumstances; unforeseen beyond the control of concerned government office or agency	3.95	High
Feedback mechanisms, contact numbers to call and/or persons to approach for recommendations, inquirer, suggestions, as well as complaints	3.93	High
GRAND MEAN	4.06	High

4.21 – 5.0 – *Very High*
 3.41 – 4.20 – *High*
 2.61 – 3.40 – *Moderately High*
 1.81 – 2.60 – *Low*
 1.0 – 1.80 – *Very Low*

Level of Implementation of R.A. 9485

Table 2 shows the perceived level of implementation of R.A. 9485. Results revealed that the mean score is 4.09 which is interpreted as “high”. Personnel of the government agencies fully implemented the R.A. 9485 since they have high level of awareness on the Republic Act. This implies that the head of the agency and the personnel shall be primarily responsible for the implementation of this Act and shall be held accountable to the public in rendering fast, efficient, convenient and reliable service (Section 7, Republic Act 9485). The result conformed on the five (5) dimensions of service quality which are tangible, reliability, responsiveness, assurance and empathy (Parasuraman et al., 1988 in Singh, G. et al., 2016).

Table 2. Level of Implementation on R.A. 9485

LEVEL OF IMPLEMENTATION ON RA 9485	MEAN	VERBAL INTERPRETATION
The vision and mission of the government office or agency.	4.38	Very High
Identification of the frontline services offered and the clientele.	4.24	Very High
Step-by-step procedure to obtain a particular service.	4.14	High
The officer or employee responsible for each step	4.15	High
The maximum time to conclude the process.	4.11	High
Documents to be presented by the client, with a clear indication of the relevancy of said documents.	4.11	High
The amount of fees, if necessary.	3.94	High
The procedure for filing complaints in relation to requests and applications, including the names and contact details of the officials/channels to approach for redress	3.93	High
Allowable period for extension due to unusual circumstances; unforeseen beyond the control of concerned government office or agency	3.88	High
Feedback mechanisms, contact numbers to call and/or persons to approach for recommendations, inquirer, suggestions, as well as complaints.	3.98	High
GRAND MEAN	4.09	High

4.21 – 5.0 – *Very High*
 3.41 – 4.20 – *High*

2.61 – 3.40 – *Moderately High*
 1.81 – 2.60 – *Low*

1.0 – 1.80 – *Very Low*

Difference in the Level of Awareness on R.A. 9485

Table 3 shows the data on the difference in the level of awareness of R.A. 9485 in terms of age, sex, civil status, educational attainment, current occupation, and position.

Age. Statistically, the result revealed that there was no significant difference between the level of awareness on R.A. 9485 as a whole and in terms of age of the respondents. The result of the ratio of between groups and within the groups or the F – ratio is equal to 1.02 and the alpha value is equal to .45. This implies that regardless of the age of personnel their awareness on R.A. 9485 is high.

Sex. Statistically, the result revealed that there was no significant difference between the level of awareness on R.A. 9485 as a whole and in terms of sex of the respondents. The result of the ratio of between groups and within the groups or the F – ratio is equal to 1.40 and the alpha value is equal to .107.

Civil Status. Statistically, the result revealed that there was a significant difference between the level of awareness on R.A. 9485 as a whole and in terms of civil status of the respondents. The result of the ratio of between groups and within the groups or the F – ratio is equal to 1.76 and the alpha value is equal to .02.

Educational Attainment. Statistically, the result revealed that there was no significant difference between the level of awareness on R.A. 9485 as a whole and in terms of educational attainment of the respondents. The result of the ratio of between groups and within the groups or the F – ratio is equal to 1.29 and the alpha value is equal to .18.

Current Occupation. Statistically, the result revealed that there was significant difference between the level of awareness on R.A. 9485 as a whole and in terms of current occupation of the respondents. The result of the ratio of between groups and within the groups or the F – ratio is equal to 2.45 and the alpha value is equal to .001. Corruption is likely to increase income inequality because it allows well-positioned individuals to take advantage of government activities at the cost of the rest of the population (Tanzi, 1998).

Position. Statistically, the result revealed that there was a significant difference between the level of awareness on R.A. 9485 as a whole and in terms of position of the respondent. The result of the ratio of between groups and within the groups or the F – ratio is equal to 2.31 and the alpha value is equal to .001.

Table 3. Difference in the level of awareness on R.A. 9485

Variables	F-value	p-value	Remarks
Age	1.02	.45	ns
Sex	1.40	.107	ns
Civil Status	1.76	.02	s
Educational Attainment	1.29	.18	ns
Current Occupation	2.45	.001	s
Position	2.31	.001	s

p>0.05, not significant at 5% level; p<.05, significant at 5% level

Difference in the Level of Implementation on R.A. 9485

Table 4 shows the data on the difference in the level of awareness of R.A. 9485 in terms of age, sex, civil status, educational attainment, current occupation and position.

Age. Statistically, the result revealed that there was a significant difference between the two variables. The result of the ratio of between groups and within the groups is equal to 1.68 and the alpha value is equal to .026.

Sex. Statistically, the result revealed that there was no significant difference between the two variables. The F value is .99 and the alpha value is equal to .49.

Civil Status. Statistically, the result revealed that there was a significant difference between the two variables. The result of the ratio of between groups and within the groups or the F – ratio is equal to 1.92 and the alpha value equal to .007.

Educational Attainment. Statistically, the result revealed that there was no significant difference between the two (2) variables. The result of the ratio of between groups and within the groups or the F – ratio is equal to 1.44 and the alpha value is equal to .09.

Current Occupation. Statistically, the result revealed that there was no significant difference between the two variables. The result of the ratio of between groups and within the groups or the F – ratio is equal to 1.26 and the alpha value is equal to .191.

Position. Statistically, the result revealed that there was no significant difference between the two variables. The result of the ratio of between groups and within the groups or the F – ratio is equal to .93 and the alpha value is equal to .570.

Mbaku (1998) argues that civil service positions should not be used as rewards for political support or swapped for bribes, or used to meet obligations of one’s ethnic cleavage. The result of regression analysis of the level of awareness on R.A No. 9485 to the level of implementation revealed that there was a significant difference among the two (2) variables.

Table 4. Difference in the level of implementation on R.A. 9485

Variables	F-value	p-value	Remarks
Age	1.68	.026	s
Sex	.99	.49	ns
Civil Status	1.92	.007	s
Educational Attainment	1.44	.090	ns
Current Occupation	1.26	.191	ns
Position	.93	.570	ns

p>0.05, not significant at 5% level; p<.05, significant at 5% level

Regression Analysis of the Level of Awareness on R.A. 9485 as a Predictor of the Level of Implementation

Table 5 displays the result of regression analysis of the level of awareness on R.A. No. 9485 to the level of implementation. It was found out that there was a value of .783 with a significant value of .000. This means that the value of .783 was statistically significant in the level of awareness and implementation of R.A. 9485. This implies that the level of awareness and implementation must be interlinking since the act will improve the efficiency in the delivery of government service to the public by reducing bureaucratic red tape, preventing graft and corruption, and providing quality service to clientele.

Table 5. Regression analysis of the level of awareness on RA 9485 as a predictor of the level of implementation.

Variable	B	Sig. Value
Level of Awareness	.783	.000

Serving the public takes trust and responsibilities. The employees, especially in the government must always be aware of their duties and responsibilities as they serve the public and as stated in their mission and vision. Though there is a high level of awareness among the employees of the Provincial Capitol in Roxas City, Capiz, there is still a need to increase and heighten the awareness on R.A. No. 9485, both for the office heads and employees. The provincial government may conduct trainings, seminars, and information to reorient both officials and employees of the different provisions of R.A. 9485.

CONCLUSIONS

Republic Act 9485 or the Anti-Red Tape Act of 2007 was enacted for the improvement of the efficiency in the delivery of government service to the public. This is a means to reduce bureaucratic red tape, prevent graft and corruption, and provide penalties thereof. With this, public institutions were instructed to curb fixing by posting Citizen's Charter in conspicuous areas and following the provisions of ARTA. The result of this study has offered a review of the Anti-Red Tape Law relative to the implementation of the Citizen's Charter based on the result of the study conducted on the employees of Provincial Capitol in Roxas City, Capiz.

Based on the findings of the study the following conclusions are drawn:

- The level of awareness on R.A. 9495 among personnel was high. It is obvious that the employees are knowledgeable on the stipulations of the act.
- The level of implementation as perceived by the employees was high. It is evident that the implementation of R.A. 9485 was high due to high level of awareness of the act.
- The difference on level of awareness to their profile, civil status, current occupation and position shows a significant difference to their level of awareness. This shows that regardless of their civil status, current occupation and position the awareness must be given a priority since the office is giving frontline services to its clientele.
- On the level of implementation, age and civil status have a significant difference. Young and old must implement the act with efficiency and quality.

- The level of awareness is a predictor to the high level of implementation of the act. Employees possess high level of awareness on the implementing guidelines and rules on Republic Act No. 9485.

RECOMMENDATIONS

The Philippine bureaucracy as perceived is negative. Graft and corrupt practices are evident which give negative image to the country thus, effectiveness of the state is compromised. Government officials, especially on the local level play an important role in promoting the socio-economic development of the communities they are governing. Observance and compliance with the ARTA provisions are extremely important. Based on the discussions above, the following were recommended:

- Since the awareness on R.A. No. 9485 known as Anti-Red Tape Act of 2007 has a high level of awareness as a whole, there is still a need to increase and heighten the awareness on R.A. No. 9485, both office heads and employees.
- The provincial government may conduct trainings, seminars, and information drives to reorient both officials and employees of the different provisions of R.A. 9485.
- Evaluation may once again be made to ensure that the level of awareness has indeed increased.
- Same is through with the level of implementation which is rated with high level. The provincial government may consider reviving the call for a full implementation of R.A. 9485 by all officials and employees of the provincial government.
- A full-scale assessment and monitoring maybe designed to evaluate the implementation.

ACKNOWLEDGMENT

Special thanks to the employees of the Provincial Capitol of Roxas City, Capiz for the time given and being the respondents of the study and to Capiz State University.

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CAUSES OF REJECTS IN THE INJECTION PROCESS OF A PLASTIC MANUFACTURING CORPORATION: INPUT TO QUALITY PROGRAM

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ABSTRACT

The main focus of this research is to investigate the causes of rejects in injection process and to develop a quality program for a Plastic Manufacturing Corporation. To assess the quality of the product by identifying the significant factors contributing the existing rejects present in the injection process and improve the productivity of the company. The descriptive method was used in this study to gather information regarding the present condition, this enable the researcher to interpret the theoretical meaning of the findings and hypothesis development of the studies and answer question concerning the current status of the subject of the study. Interview and observational method together with the survey questionnaire from selected quality controller were done. Data were analyzed using the industrial quality control tools to evaluate the problem and create possible recommendation to take an action on investigating the causes of rejects. Process improvements were recommended and total of P100,962.40 per month were saved by minimizing the rejects.

Keywords: Industrial Quality Control, Pareto, Process improvement

INTRODUCTION

Quality is usually the main focus of any manufacturing company. The cost effectiveness of the production means creating a product in a cheaper way without sacrificing the quality. The main focus of this research is to investigate the causes of rejects in injection process and to develop a quality program for a Plastic Manufacturing Corporation. To assess the quality of the product by identifying the significant factors contributing the existing rejects present in the injection process and improve the productivity of the company.

STATEMENT OF THE PROBLEM

The study aims to assess the rejects in injection process of a Plastic Manufacturing Corporation with the end view of developing an intervention program to minimize the rejects. Specifically, its objectives:

1. Describe the plastic manufacturing in terms of:
 - a. Number of Production Output; and
 - b. Number of Rejects?
2. Determine the significant types of rejects in the injection area.
3. Identify the significant factors contributing the existing rejects present in injection area.
4. Describe how the rejects in injection area affect the productivity.
5. Determine if there is a significant effect between the rejects in injection area to the production output.
6. Propose a design of intervention program to minimize the rejects in injection area based on the findings of the study.

HYPOTHESIS OF THE STUDY

Ho: There are no significant differences between the different factors that affect the rejects in injection area.

Ha: There are significant differences between the different factors that affect the rejects in injection area.

REVIEW OF RELATED LITERATURES

According to (G.H.Sun, J.A. Chen, L.J. Shen (2008-2009) and P.K. Bhanti, M.I. Khan have used different tools used to have a quality product, simplify the process model, reduce the machine load, regulate the defects, increase the productivity and at the same time, to lessen the machine troubles by using the EWMA predictor and minimum controller. While the others, by the use of DMAIC and optimal process parameter in injection molding processes with use of data driven analysis and vigorous methodology to improve quality. DMAIC stands for the Define, Measure, Analyze, Improve and Control.

Based on ASQ.org (American Society for Quality) IQC tools, also known as the basic seven quality control tools that help to visualize issues surrounding quality in a process. Quality is a very important feature for successful business to uphold. IQC tools is a title given to a fixed set of techniques identified as being most helpful in troubleshooting issues related to quality. These tools include the fishbone diagram, Pareto charts, Control charts, Scatter diagram, histograms, flowcharts and Checklist.

METHODOLOGY

Research Design

The descriptive method was used in this study to gather information regarding the present condition, this enable the researcher to interpret the theoretical meaning of the findings and hypothesis development of the studies and answer question concerning the current status of the subject of the study.

Interview and observational method together with the survey questionnaire from selected quality controller were done.

Data were analyzed using the industrial quality control tools to evaluate the problem and create possible recommendation to take an action on investigating the causes of rejects.

Research Locale

The research study was conducted in a Plastic Manufacturing Corporation at Pio Valenzuela Street Marulas Street, Valenzuela City, which produces packaging for pharmaceutical and cosmetic products.

Research Instrument

The main instrument used in collecting pertinent data of the study was the historical data logged by the 30 machines that are found in the injection area of the company. And observation and analysis was done using IQC Tools.

Statistical Treatment of Data

1. Percentage (P). To summarize the most frequent rejects in the injection process, the formula for the percentage was used in this study was: $P = (f/N) \times 100\%$

2. Ranking. This was used to determine the order of increasing or decreasing magnitude of variations. The criteria with the highest mean value is ranked 1, 2 and so on down to the last rank and number.

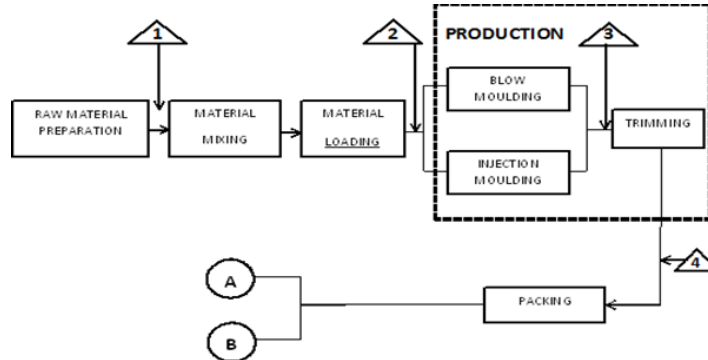
3. Weighted Mean (\bar{x}). In determining the average of the responses. The formula for the weighted mean was also used in this study was: $\bar{x} = \frac{\sum fX}{n}$

4. ANOVA (Analysis of Variance). This was used to determine if there are significant differences between the different factors that affect the rejects in injection area.

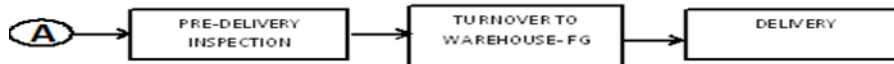
FINDINGS AND CONCLUSIONS

IQC Tools Presentation

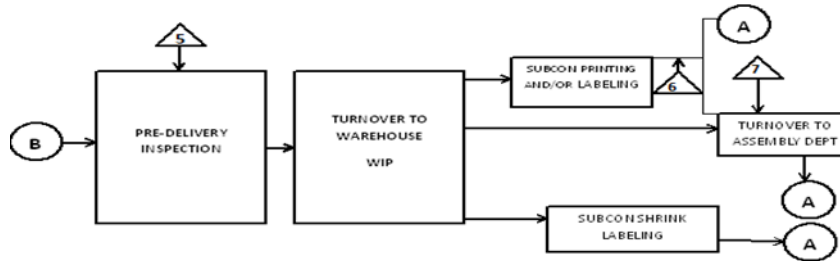
Process Flow Chart



For Finished Good:



For Printing, Sticker or Shrink Labeling

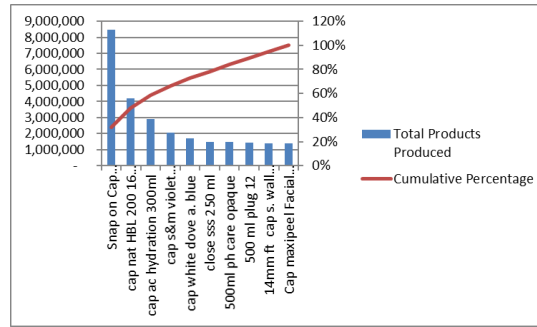


Note: Signifies QA Control Points

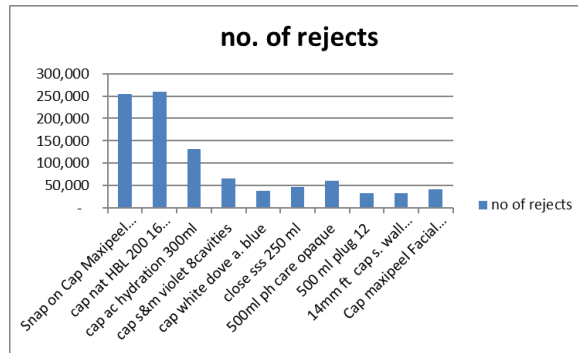
Check Sheet (of reject types)

ABC Plastic Manufacturing Corporation			
CHECK SHEET			
		Date:	
Operator:			
Machine:			
Shift:			
Product Code:			
Type of Defects	Tally		Sub Total
Total			

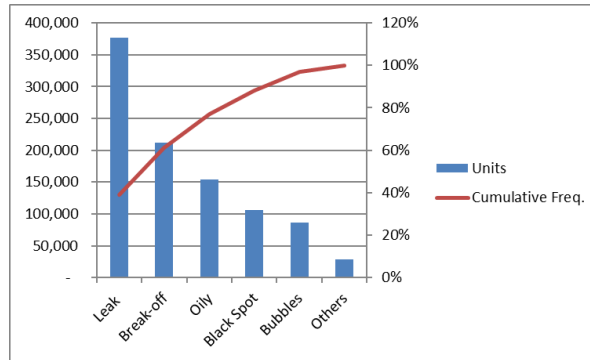
Pareto Chart (of the Production Output per Product)



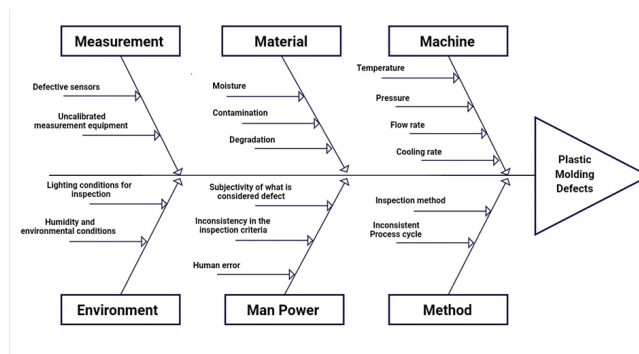
Histogram (number of rejects per product type)



Pareto Diagram (of type of rejects)



Fishbone Diagram



The following were the salient findings of the specific problems raised in the study:

1. The product with the most number of production output for the six month duration of the study is the Snap on Cap Maxipeel exfo soln comm 16 cavities 12 with a total of 8,460,399 units produced. And the product which have the most number of rejects for the six months was the cap nat HBL 200 16 Cavities with 259,226 units reject followed closely by Snap on Cap Maxipeel exfo soln comm 16 cavities 12 with 253,812 units reject.
2. The leak has the highest number of occurrence in the reject type with 376,332 units followed by the break off (pigtas) with 212,290 units.
3. There are four factors that were considered in the study namely, material factor, equipment or machinery factor, human factor and method factor.
4. The rejects in the injection area affects the productivity since it lessen the number of good outputs and adding needed resources for input. Rejects lowers the productivity and added cost on the production.
5. There is a significant decrease on the production output if there is a significant increase in the rejects.
6. A quality program can be developed in order to minimize significantly the rejects in the injection area.

CONCLUSION

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

1. The higher the production output the higher the probability that the number of rejects are high.
2. Leak Type rejects are significant in all types of products followed closely by Break-off type rejects.
3. Method factor was the most significant and faster to implement in terms of quality programs. While regular preventive maintenance to correct the lapses in the machine factor.
4. There is a cost in having rejects, the cost for correcting the defects and preventing rejects. The productivity decreases as the resources and costs increases.
5. Injection area is just one of the steps in the production of the plastic item, thus having a significant number of rejects in this area will mean that it will decreases the number of production output.

RECOMMENDATION

Based on the findings and conclusions presented, the following recommendations are

1. A Total Quality Management should be done in all aspects of the process of production.
2. Documentation and Visual Guides should be done in every station to avoid human factor rejects.
3. Product scheduling must be implemented in order to lessen the mixed products in each machine.
4. Moulds should be maintained and kept properly to decrease the possibility of dents and dirt that may affect the quality of the product output.
5. Thorough trainings for new hired workers and operators before endorsing to production proper.
6. Limiting the percentage of recycled materials included in each batch to ensure quality of product output.
7. Motivating the personnel to embrace the Total Quality Management by means of incentives and praises.
8. A study on process improvement in order to lessen the leadtime to finish the product output.
9. A similar study on different industries.
10. A similar study but using different methodology (Six sigma, Design of Experiments, etc.)

ACKNOWLEDGEMENT

We extend our deep gratitude to the College of Engineering, Quezon City University especially to Engr. Golbandrio T. Teo, OIC-Dean, Dr. Victor Endriga, QCU President and Dr. Glenda Rebucas, VP for Academics, for the support and trust and to Sir Michael Aw Young, president of the company for giving us the privilege to have this study with them.

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CONSTRUCTION AND EVALUATION OF MULTI-PURPOSE DRAWING TEMPLATE

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ABSTRACT

The study aimed to design and construct a Multi-Purpose Drawing Template with the following features such as scales, geometrical figures, and angles. This further sought to determine the level of acceptability of the product in terms of design, accuracy, and usability. The research used the developmental and descriptive method of research. A researcher-made instrument was formulated in terms of design, accuracy, and usability. It was validated by technical experts and reliably tested to the selected students who were not the actual respondents of the study. Using Cronbach's Alpha the results of the test were reliable at .781. The results of the evaluation garnered a highly acceptable rating. Based on the recommendation, the Multi-Purpose Drawing Template will not only be used in Drawing and Drafting subjects but also to be utilized to the engineering and art-related subjects. The institution may, therefore, promote the use of the product since the acceptability of its design, accuracy, and usability has been proven useful in drafting and drawing instruction. However, the size of the product may be reduced for comfortable use. Furthermore, this four-in-one drawing tool invention will minimize the purchase and usage of various tools considering its ease of use and affordability. Further, follow up studies can be conducted to explore other features that can further enhance the usage of the template for mass production and commercialization.

Keywords: Multi-Purpose, Drawing, Template, Drawing Tool, Philippines

INTRODUCTION

According to Giesecke (1998), drawing is one of the oldest forms of written expression, with evidence for its existence preceding that of written communication. It is a graphical representation of a real thing, an idea, or a proposed design for construction later. However, Microsoft Encarta defined one of the types of drawing which is technical drawing, as the precise scale something, usually professionally prepared for architectural, engineering or industrial purposes, showing dimensions or quantities. In technical drawing, one must use drawing tools like set squares or triangles which are used to draw lines with an angle between them. Another drawing tool is a triangular scale which is a ruler that has a 3-lobed cross-section with 6 different types of scales on the edges (2 on each face) used for measuring and preparing scale drawings such as blueprints and maps. It is also called an architect's scale. A drawing template is also one tool that shapes are used as guides for drawing symbols on plans. Having all the above-mentioned tools costs a lot, bulky and some were high in maintenance.

In 2013, Salazar invented a Drawing Template with novel functions that enable the user to draw and create precise geometric figures and angles. In the early period, another technology was invented by Keeny in 1980 called the perspective drawing template. A drafting template having printed thereon a pattern of non-concentric elliptical portions, preferably forming complete ellipses, a vertical measuring line extending upwardly from a common point for the pattern or form a base point for the vertical measuring line, and a horizon line mounted at a scaled height above the base point and is parallel to the major axes of the elliptical portions or ellipses. Nonetheless, the above-mentioned tools do not have the features that the present tool has.

In this premise, the researcher was motivated to invent and innovate another template called Multi-Purpose Drawing Templates. This tool consists of a triangular scale, a 30x60 triangle, a 45x90 triangle,

and a geometrical template. Moreover, it is a flat piece of the tool with the cut in it and used in producing design with high accuracy. The parts are conveniently organized to help you locate the template you are looking for. Multi-Purpose Drawing Templates makes drawing more easier, faster and saves money, more time and energy. Furthermore, this tool was granted as the IPOPhil Utility Model under Registration No. 2016000598.

OBJECTIVES OF THE STUDY

Generally, the study aimed to design, construct and evaluate Multi-Purpose Drawing Template at Carlos Hilado Memorial State College.

More specifically, this study aimed to:

1. design and construct a Multi-Purpose Drawing Template with the following technical features:
 - a. scale,
 - b. geometrical figures,
 - c. angles;
2. determine the level of acceptability of the device in terms of:
 - a. design
 - b. accuracy
 - c. usability;
3. formulate a user's guide.

SCOPE AND LIMITATIONS OF THE STUDY

This study was limited to the design, construction and evaluation of Multi-Purpose Drawing Template. The respondents of the study are limited to one architectural drafting class consist of twenty-five students, drafting instructors and technical experts.

METHODOLOGY

This study adopts the developmental and descriptive methods of research. Developmental for it involves designing, developing and evaluating the product that must meet internal consistency and effectiveness. (Catane, 2000). However, the Descriptive method of research was likewise used concentrating on the user's acceptance of the product.

Design Criteria

This Multi-Purpose Drawing Template must possess the following features:

1. Body. It a flat piece of plastic with standard symbols and angles cut in it. With several scales place on each side. It is also known as the main part of the device.
2. Scales : 1:200/1:20, 1:300/1:30, 1:400/1:40 & 1:500/1:50
3. Geometrical Figures: Squares and Circle
4. Angles : 15 degrees , 30 degrees, 45 degrees, 60 degrees, 75 degrees and 90 degrees
5. Working Straight Edge: Vertical, Horizontal and Diagonal Edges

Design Plan, Preparation and Construction

The design plan serves as a guide in the construction of the Multi-Purpose Drawing Template. It includes the preparation, lists of materials and their respective specifications, tools, and functions, construction procedures, and try-out and revision. In preparation, it shows the tools and equipment used in the construction of the Multi-Purpose Drawing Template. Showing, are the tools and equipment used for measuring, cutting, and printing. Meanwhile, the majority of the operations involved in making the project is cutting using the laser cutter machine. In Construction Procedure it involved preparation of the

prototype's sketch and materials, measuring and cutting of materials to be used, printing of the measurement, and finishing

The construction of the Multi-Purpose Drawing Template needs careful preparation and accurate working drawing to synchronize with the machine. It took 2 days to finish the prototype. The prototype construction includes the sketch up model of the prototype and its materials; cutting; printing; finishing; trials and testing.

The cost of the Multi-Purpose Drawing Template consists of the total costs of supplies and materials, labor cost and overhead cost which summed up to P550.00. The estimated labor cost is 40% of the estimated cost of materials and 10% of the overhead cost.

The accurate placement of cut parts within the surface of the Multi-Purpose Drawing Template contributed to the efficiency of the product. Although the researcher noticed the sized of the product was too wide that makes the manipulation of the surface uneasy. When handling, the thickness also of the plastic acrylic contributed to the little weight of the product. The said product was tested by 2 students through dry-run using a single model drawing by making a pictorial drawing. One student using the existing four drawing tools meanwhile the other student is using the Multi-Purpose Drawing Templates. Both finish with the same output but of different time. The student who used the Multi-Purpose Drawing Template finished the drawing faster compare to the other student. The simplicity of this innovation Multi-Purpose Drawing Template makes it possible to create technical drawings easier and lot more faster.

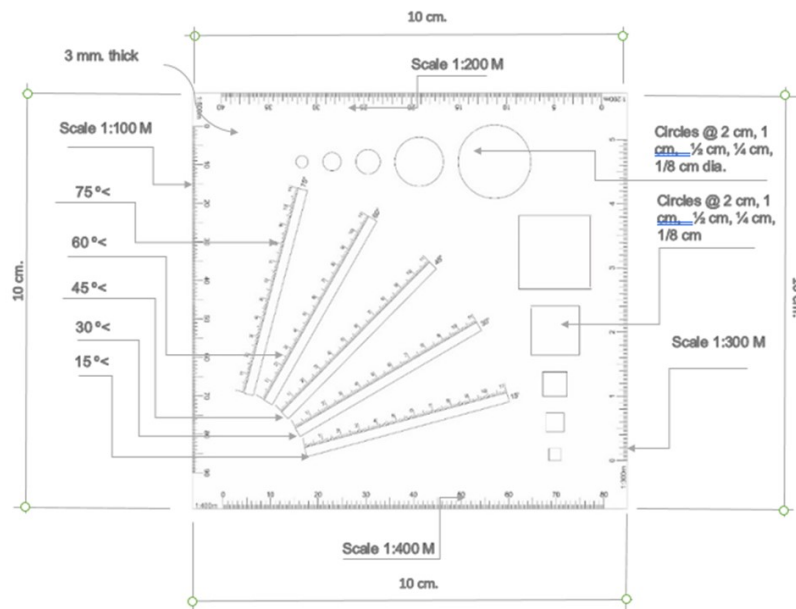


Figure 1 shows the Multi-Purpose Drawing Template working drawing

Evaluation Procedure

A researcher-made questionnaire was formulated which consists of two parts. The first part is about the respondent's profile as to the nature of employment and field of expertise. The second part was about the evaluation of the quality of the project in terms of performance, durability, and reliability. This part also determined the acceptability of the multi-purpose hand tool in the aspect of design, usability, efficiency, and portability with at least four (5) specific choices. To determine the answers made by the respondents on the level of acceptability of the device the following scale and interpretation were employed.

Scale	Range	Verbal Interpretation
5	4.20 - 5.00	Very High
4	3.40 - 4.19	High
3	2.60 - 3.39	Moderate
2	1.80 - 2.59	Low
1	1.00 - 1.79	Very Low

The researcher-made questionnaire was validated by five (5) experts comprising of engineering professors, architect and drawing instructors. An instrument to establish content validity developed by Carter Good and Douglas Scates was used. Validators' suggestions and recommendations were considered in the final printing of the research instrument. After all the scores of the experts were calculated, the instrument obtained an overall mean score of 4.63 interpreted as very high.

After validation, reliability of the research instrument was conducted to the fifteen (15) respondents consisting of ten (10) drawing students, two (2) drawing instructors and three (3) technical experts. Using Cronbach's Alpha the results of the test were calculated through SPSS. The computed Cronbach's Alpha results was .781 interpreted as reliable.

Thirty (30) respondents of the study were utilized consisting of twenty-five (25) drawing students, two (2) Drawing Instructors and three (3) technical experts namely Civil engineers, Architect, and Visual Artist.

Procedure of Data Gathering

After administering the validity and reliability of the research instrument, the researcher secured a permit from the Office of the Dean, CIT, Talisay City to conduct the study. Prototype was brought to respondents for actual presentation and evaluation of the product. Data from respondents were gathered, tabulated, analyzed and interpreted with the aid of statistical tools used for the study.

Treatment of Data

Quantitative treatments for various data following the aforementioned problem were used. Mean and Standard deviation was used as statistical tools to evaluate the level of acceptability of the device.

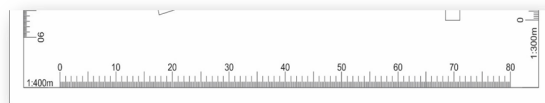
Cost Analysis

The cost analysis of the Multi-Purpose Drawing Template includes the cost of the supply and materials, labor cost and overhead cost. The labor cost constitutes 40% while the overhead cost constitutes 10% of the total cost of supplies and materials.

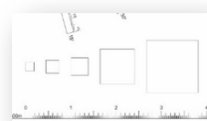
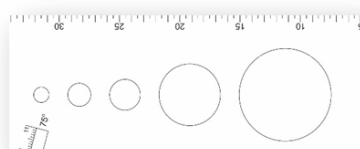
Features of the Device

The device has the following features:

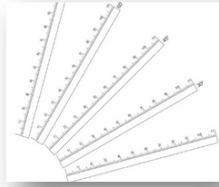
- a. Scales- 1:200 meter/1:20 meter, 1:300 meter /1:30 meter, 1:400 meter /1:40 meter & 1:500 meter /1:50 meter



- b. Geometrical Figures-Squares and Circle

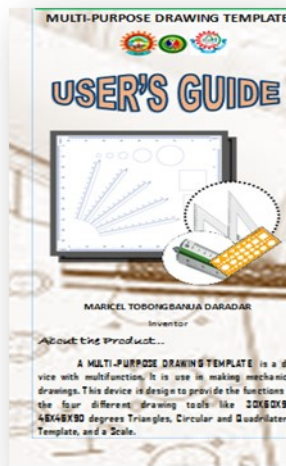


c. Angles-15 degrees , 30 degrees, 45 degrees, 60 degrees, 75 degrees and 90 degrees



Formulation of User's Guide

The third objective was to formulate a user's guide for the Multi-Purpose Drawing Template. This was formulated to guide users on the device parts, proper use and safety measures. The formulated user's guide is presented below.



REVIEW OF RELATED LITERATURE

The following are prior art from various reference materials that are directly relevant to the concepts, subjects, and issues of the present study. It includes Multi-Purpose Drawing Template and prior arts.

An invention, drawing template for civil engineering invented by a Chinese in 2016. This utility model discloses a drawing template for civil engineering, the utility model discloses a template main part, open upper surface one side of template main part has the spout, the one end of spout install with the first slider of spout assorted, the other end of spout install with spout assorted second slider, the homonymy of first slider and second slider all is provided with the spring pivot, the one end of spring pivot articulates there are movable slide caliper rule, open at the lower surface middle part of activity slide caliper rule has the joint groove, the joint in slot be provided with joint groove assorted slide bar, the utility model discloses a spring pivot connection activity slide caliper rule with the rubber strip cooperation of movable slide caliper rule downside, have been solved not easily fixable of drawing paper, and then have been caused the inaccurate problem of size, and locating pin and through -hole, locating hole cooperation can be used as the slide caliper rule that moves about when inserting the locating pin and rule, cut a sheet of paper, convenient and fast, and the cardboard contacts with the side of drawing paper, has improved the positioning accuracy of drawing paper.

Another invention of a rotary circle template invented by Dennis E. McKay, 2008. A rotative drawing template used to draw various sizes of circles. The template is circular in configuration and is held at its periphery by equally spaced balls running in between two bearing races; one located in the periphery

of the template and the other race, located in the surrounding template support. This enables the template to freely rotate without lateral movements.

FINDINGS

The second objective of the study was to determine the level of acceptability of the device, in terms of design, accuracy, and usability.

A thirty (30) respondents of the study were utilized consisting of twenty-five (25) drawing students, two (2) Drawing Instructors and three (3) technical experts namely Civil engineers, Architect, and Visual Artist.

Table 1. Mean score on the level of acceptability Multi-Purpose Drawing Template as to Design

Items	Mean	SD	Interpretation
The design reflects the innovative concepts of the researcher.	4.76	0.44	Very High
The body features compliment with each body parts.	4.64	0.49	Very High
The materials used for constructing the device are light and durable.	4.60	0.50	Very High
The part of the device clearly defines the function. The device design makes it easy to carry and stored	4.56	4.84	Very High
Total	4.68	0.49	Very High

As shown in Table 1, the total mean score for design was 4.68 interpreted as Very High with an SD of .49. The table further revealed that the “Multi-Purpose Drawing Template” obtained the highest mean score was 4.76 on the item; “the design reflects the innovative concepts of the researcher” interpreted as very high. Meanwhile, the lowest mean score of 4.56 and interpreted as Very High on the item; “the device makes it easy to carry”.

This implies that the Multi-Purpose Drawing Template achieved respondent’s expectations of having a design that that is handy, advantageous, with well-arranged features and suits the needs of all types of user.

Table 2. Mean score on the level of acceptability of Multi-Purpose Drawing Template as to accuracy

Items	Mean	SD	Interpretation
The device can produce accurate drawing outputs.	4.84	0.37	Very High
The device can produce accurate angles and geometrical figures.	4.8	0.41	Very High
The device when repeatedly used shows consistency. The scales on the device are accurately place	4.6 4.8	0.58 0.41	Very High Very High
The parts of the device were accurately, convenient place and organized.	4.56	0.51	Very High
Total	4.72	0.47	Very High

As shown in Table 2, the total mean score for design was 4.72 interpreted as Very High with an SD of .47. The table further revealed that the “Multi-Purpose Drawing Template” obtained the highest mean score was 4.84 on the item; “the device can produce accurate drawing outputs” interpreted as very high. Meanwhile, the lowest mean score of 4.56 and interpreted also as Very High on the item; “the device is easy to use”.

The study implies that the Multi-Purpose Drawing Template when used can produce accurate and consistent technical drawings. All features found in the device are therefore accurately made.

Table 3. Mean score on the level of acceptability of Multi-Purpose Drawing Template as to Usability

Items	Mean	SD	Interpretation
a. The device functions for mechanical drawing.	4.68	0.48	Very High
b. The device can complement with T-square.	4.6	.58	Very High
c. The device exhibits an efficient tool that guarantees to take over the limitations and functions of set squares (triangle), scales and geometrical figures.	4.64	0.57	Very High
d. It maximizes the use of a set squares (triangle), scales and geometrical figures.	4.6	0.50	Very High
e. The device is easy to use	4.64	0.49	Very High
Total	4.63	0.52	Very High

As shown in Table 3, the total mean score for design was 4.63 interpreted as Very High with an SD of .52. The table further revealed that the “Multi-Purpose Drawing Template” obtained the highest mean score was 4.68 on the item; “The device functions for mechanical drawing” interpreted as very high. Meanwhile, the lowest mean score of 4.6 and interpreted as Very High on both items; “The device can complement with T-square and It maximizes the use of a set square (triangle), scales and geometrical figures”.

This implies that the Multi-Purpose Drawing Template is favorable, convenient and appropriate in making a technical drawing as well as aiding other drawing tools. The latter showcased the latest four-in-one tool which can be able to use for practical purpose.

CONCLUSIONS

With the foregoing findings, the following conclusions are drawn that:

1. The Multi-Purpose Drawing Template has the following technical features like scale, set square, and geometrical figures which can be user-friendly, environmentally friendly, less expensive and can further save time.
2. Furthermore, the technology acceptance of the Multi-Purpose Drawing Template was highly acceptable, implying that the product gains acceptance in terms of design, accuracy, and usability. The device was well accepted, having a very good and positive response from the participants highlighting the product's design, accuracy, and usability.
3. Hence, a user guide was formulated to provide necessary information about the device and likewise gives proper assistance for the users on how to use the device.

RECOMMENDATIONS

In light of the aforementioned conclusions, it is recommended that:

1. Multi-Purpose Drawing Template will not only be used in Drawing and Drafting subjects but also for engineering and art-related subjects, the institution may, therefore, promote the use of the product since the acceptability of its design, accuracy, and usability has been proven. Hence, the size of the product may be reduced for comfortable use. Furthermore, this four-in-one drawing tool invention will minimized the purchase and usage of various tools considering that it is easy to use and less expensive single tool.
2. For future researchers, to further conduct studies along Multi-Purpose Drawing Template particularly in exploring other features that will improve the product's usage.
3. Lastly, exploring other potential materials in terms of construction should be looked into like provisions for injection molding that should be undertaken to further improve the quality of the product and sooner be the subject for mass production and to pave way for commercialization of the Multi-Purpose Drawing Template shortly.

ACKNOWLEDGEMENT

I would like to express my profound gratitude to the following persons that made this research into reality. All I am and I have today is all because of His Great Love, Grace and Mercy.

To my loving family, Tatay Salvador K. Tobongbanua, Nanay Carolina S. Montes, and all my very supportive siblings for teaching me the right attitude towards myself and others. To my husband who never gave up in our life journey and continue to search God's plan for our lives. My three lovely children Naomi Karyll, Megan, and Baby Je of whom I love. To my college president Dr. Renato M. Sorolla, who brings CHMSC Community into the right direction and most of all for his great support and love for research. My heartfelt thanks to all my dearest friends and mentors in the CHMSC community namely Engr. Marlyn G. Jover, Prof. Cynthia D. Mijares, and others who is always behind my back at all times to support and guide me.

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