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Postal Address	:	University of Cebu Graduate School 155-A Sanciangko Street, 6000 Cebu City, Philippines
Email Address	:	judygimena@gmail.com/uc.ycsayson@gmail.com

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Housing Affordability Index in Cebu

ARNEL OLIVARES AYTONA

<http://orcid.org/0000-0002-4143-4425>

arnel.aytona77@gmail.com

University of Cebu
Cebu City, Philippines

JUDY ANN O. FERRATER-GIMENA

<http://orcid.org/0000-0001-5352-8253>

judygimena@gmail.com

University of Cebu
Cebu City, Philippines

ILY E. ABELLA

ilyabella@yahoo.com

University of Cebu
Cebu City, Philippines

ABSTRACT

With the growth of the population in Cebu caused by the influx of people from neighboring places, housing affordability has become economic and societal problems. This study aimed to determine the housing affordability index in Cebu. The results were the basis in devising the housing marketing plan for real estate developers.

This study applied that correlational research design with the use of a researcher-designed questionnaire as the primary tool of gathering data. There were one hundred eleven respondents in this study using a random sampling technique.

On the demographic profile of the respondents, the results revealed that there were more who were at the age bracket of 26 – 30 years old. Most of them were females, single originated from other places outside Cebu, professional, living for more than 16 years in Cebu, and allocated less than Php 5000.00 of their income for housing. The preferred housing type of the respondents was subdivision, located in the cities of Cebu, Mandaue, Lapu-Lapu, Talisay, and the Municipality of Minglanilla.

The affordability of the respondents for socialized housing was within Php 400,000.00 to Php 450,000.00; for an economic housing was Php 450,000.00 to Php 850,000.00; and for the medium cost housing was Php 1,700,000.00 to Php 2,500,000.00 and a majority of them preferred to pay the amortization for 15 years. Using the aggregative price index, the price of the housing units in Cebu decreased by 14% from 2014 to 2015; increased by 26% from 2015 to 2016; and increased by 15% from 2016 to 2017. While using the average price relatives, there was an increase of the price of the housing units by only .59% from 2014 to 2015; from 2015 to 2016, the increase was 22.14%; and increased by 15% from 2016 to 2017.

The differences in the housing affordability had a moderate influence on household income, household expenditures, and non-household expenditures. There is a significant relationship between the respondents' profile and and their responses on the extent of control on the differences in the housing affordability towards household income, household expenditure and non-housing expenditure. Generally, those people who were from other places came to Cebu for greener pasture would eventually buy housing units. Considering the volatility of the price level of the housing units in Cebu, the housing affordability level of the people is the medium-cost housing that is still within their budget line. Homeownership decision depends on the income earned associated with a particular occupation. Therefore, the proposed housing marketing plan may be adopted by the real estate developers that offer socialized, economic, and mediumcost housing.

Keywords —Economics, housing affordability, price index, descriptive, Cebu, Philippines

INTRODUCTION

More than 330 million families on the planet experience the ill effects of an absence of secure, satisfactory and moderate lodging. The figure may develop by 30 percent to 440 million homes by 2025. In spite of the fact that the level of the total populace that lives in worldwide ghettos has declined over the recent decades, without a doubt the quantity of individuals living in urban ghettos worldwide has developed from under 700 million out of 1990 to 880 million (Florida, 2017).

If current patterns proceed, by 2025 the same number of as 1.6 billion individuals around the globe will need access to reasonable, satisfactory, and secure lodging. As the urban populace develops, the lodging hole will broaden, compounding disparity, and debilitating the general perspective of urban areas as stable drivers of financial development. This situation is a critical test that will influence urban areas in all nations (King, 2017).

One of the societal issues in the world today is poverty. China as the second largest economy in the world also has problems with debt. According to the latest data by the World Bank, China's newest poverty rate drops to 4.5% in 2015 which means only 62 million people were living below the national poverty line (The World Bank, 2018).

In the Philippines, the Housing and Urban Development Coordinating Council (HUDCC) estimates that there were about 1.4 million informal settler families (ISFs) nationwide (Ordinario, 2017). The private sector also estimates that 12.5 million housing units will be needed by 2030, given the pace of urbanization in the country and the current demand-supply trends and analysis (Housing and Urban Development Coordinating Council, 2015). The real estate industry is rapidly expanding in Cebu City to catch up with the housing demands. Unfortunately, most of the projects undertaken by the developer are condominium of which only the upper-middle and higher income class can only afford. The location of these subdivision projects is in the neighboring towns which are far from the place of work. Moreover, most of the housing unit were costly or expensive and can be availed only by the upper-middle and higher income class family or individual.

Hence, this study is essential to provide better understanding on the current housing affordability index in the Province of Cebu, Philippines, to recommend a better marketing plan to the real estate developers so that the low to middle income class family can afford.

FRAMEWORK

The theory of consumer behavior postulates that there are various factors influencing consumer buying behavior such as culture, social, personal, and psychological. These aspects affect the utility and consumption behavior. Religion is one of the most influential determinants of a person's wants and behavior. Social factors influence consumer's reference groups, family, social roles, and statuses. A consumer's response is also influenced by social factors such as consumer's reference groups, family, and social roles and statuses. Moreover, a buyer's decisions are also affected by personal outward characteristics such as buyers' age and life cycle, occupation, economic circumstances, lifestyle, personality, and self-concept. A person's purchases are also influenced by psychological factors like motivation, perception, learning and beliefs, as well as attitudes. To sum up, a consumer will buy a particular product, given an optimum budget, if he or she thinks and believes that this product will give him or her the best value or utility (Pagoso et al., 2008).

Theories of consumer behavior are a natural extension of human behavior theories. While no single method is unifying, each one provides a unique piece of the puzzle in understanding the psychological processes of people and their patterns of consumption (Bernstein, 2017). Customer conduct is characterized by Bennett (1995) as the dynamic communication of impact and perception, activity, and the earth by which individuals lead the trade parts of their lives. Peter & Olson (2010) said that consumer behavior involves the thoughts and feelings of people experience and the actions they perform in the consumption process. It likewise incorporates every one of the things in the condition that impact these considerations, sentiments, and exercises. These include comments from other consumers, advertisement, price information, packaging, product appearance, and many others.

Consumer behavior is explained in three distinct steps. The first step, consumer preferences, which is to find a practical way to describe the reasons people might prefer than the other. The second step is the budget constraints where the person must consider that consumers have limited income that constraints the quantities of goods they can buy. The last level, is consumer choices which purport that given their preferences and limited incomes, consumers choose to obtain combinations of products that maximize their satisfaction. These combinations will depend on the prices of different commodities (Pindyck & Rubinfeld, 2005).

Revealed preference theory holds that shoppers' inclinations can be uncovered by what they buy under various conditions, especially under various salary and value conditions. The hypothesis involves that if a customer buys a particular heap of merchandise, at that point that package is "uncovered favored," given unfaltering pay and costs, to whatever another package that the purchaser could manage. By differing rent or costs or both, a spectator can deduce a delegate model of the customer's inclinations (Zin & Roper, 2013).

Moreover, Henderson and Poole (1991) said preferences are defined over the entire constellation of consumer goods, although within any bundle consumed, some products may not appear (their consumption is zero). According to Pagoso et al., (2006), taste and preferences depend on how the product satisfies one's desire. A change in collective attitude can change aggregate taste or preference, consumption, and marginal propensity to consume. However, a change in the relative tastes or preferences of the population according to consumption behavior can also alter aggregate consumption with the same income. Moreover, there are several underlying reasons why consuming units have different attitudes towards consumption and therefore, have different tastes or preferences.

Housing is one of the human kind's most essential materials needs, yet no country in the world is in need for housing in complete equilibrium with its supply (Balchin et al., 2000). House has become an essential public issue in almost all societies of the world. Shelter (housing) is recognized by all as being one of the fundamental needs of human being with food and clothing. However, it is becoming one of the most severe challenges to have and acquire shelter, especially for developing countries due to the low rate of new housing supply and affordability problems (Gudeta, 2010). Moreover, Dorling (2014) said that housing had become the defining economic issue of recent times because housing finance is at the heart of the current financial crisis.

Furthermore, Stone (1993) stated that housing is more than physical shelter and the residential environment consists not only the dwelling units but also the site and setting, neighbor and community, municipality and public services, habitability and accessibility, rights and responsibilities, costs and benefits. Housing is even more than the residential environment, for it is only about those who inhabit and use it and that house has meaning and significance not only physical and economic but also emotional, symbolic, and expensive.

Price index numbers or general price level concepts in macroeconomics replace the relative-price ideas for personal goods used in microeconomics. An index number is a statistical measure designed to show changes in a variable or group related (price, quantity, value), concerning time, geographic location, or other characteristics such as income, profession, and the like. By getting the difference of the index numbers, one can determine the relative or percent change in the price or quantity of commodity between two periods of time or two localities (Pagoso et al., 2006). Nebres (2008) added that a price index is a number that outlines what happens to a weighted composite of a selection of goods over time. An index alters prices relative to a base year. Furthermore, McConnel et al., (2009) said that price index is a measure of the cost of a specified collection of goods and services, called a "market basket," in a given year as compared to the price of an identical (or highly similar) collection of goods and services in a reference year. The consumer price index (CPI) is necessarily a statistical measure of the general price level.

Inflation is the rate of change of the price level of the general price level. Thus, the increase is measured by the percentage change in the CPI. Also, it functions as a statistical measure of changes in the prices of items necessary for leading a certain standard of living for a typical family (Villegas, 2001).

Henderson and Poole (1991) added that CPI is an average of the prices of a wide range of goods purchased by a typical urban family which may be changed from time to time. The index is arbitrarily set equal to 100 in a base year, which may be changed from time to time. The good's prices are weighted in the index according to the amount a family spends on the various goods. Moreover, Nebres (2008) said that CPI measures the costs of a fixed basket of consumer goods, weighted as stated by each component's share of an average consumer's expenditures. It weighs the price of a fixed basket of products instead of measuring the cost of all rights.

The simplest kind of index numbers is called relatives: price relative, quantity relative, and value relative. These are the simplest kinds because they compare the price, quantity or value of only one commodity between two time periods or localities (Pagoso et al., 2006).

The goal of the CPI is to measure the overall price level, which is a combination of prices of all utilities goods and services purchased by consumers. The purpose of the CPI is to measure the amounts of only a subset of products and services that people buy, the subgroup that people view as more important. The more critical prices are those that have the potential to significantly affect the household budget because they meet the following two criteria: goods and services are purchased frequently, which is defined as at least once a month; and there is no way to fix the price for a prolonged period contractually. Measuring the costs of this particular subset of goods and services is essential for several reasons. The volatility of these prices represents the real pricing risk people have to deal. Therefore, the trend and volatility of these prices represent a genuine phenomenon those consumers have to plan for in their household budgets. Thus, the CPI should not to be interpreted as some improved inflation measure (Vlasenko & Cunningham, 2015).

Most existing housing price index construction methods are developed mainly based on transaction data from the secondary housing market and are not necessarily suitable for the nascent housing markets where a predominant portion of housing transactions are new units. A research study by O'Neill (2008) on housing affordability literature review and affordable housing program audit, said that there had been progressing in improving housing affordability in the international arena.

Another study conducted by Einarsdóttir (2013) on the Housing and Affordability: Leverage and Risk, espoused that the user cost, taxes, and inflation become relevant when considering homeownership and the housing affordability. The user cost of housing is affected by the payment burden of the mortgage loan when the home is financed by a mortgage. Taxes become relevant as they encourage leveraged finance of homeownership by the mortgage interest deduction, resulting in increased loan-to-value ratio. Inflation lowers the user cost of owner-occupied housing making housing more affordable for current homeowners.

OBJECTIVES OF THE STUDY

This study aimed to determine the housing affordability index in Cebu. Specifically, it determines the demographic profile of the respondents, their preferred type of housing and location, housing affordability and payment terms in socialized, economic, and medium cost housing, and its relative change of price of subdivision units. It further assessed the extent of influence on the differences in aggregate housing affordability in terms of household income, housing expenditure, and non-housing expenditure. The results were used as the basis in devising the housing marketing plan for real estate developers.

METHODOLOGY

The study employed the descriptive-survey method in determining the housing affordability index in Cebu. A researcher-designed questionnaire was used to gather data on the demographic profile of the respondents, their affordability of the various types of housing and the influence of on the differences in aggregate housing affordability on household income, nonhousing expenditure, and housing expenditure. The data on the prices of the types of housing in Cebu were obtained from the different real estate developers in Cebu.

The study was conducted in the Province of Cebu, specifically in Cebu City, Mandaue City, Lapu-Lapu City, Talisay City, and the towns of Consolacion and Minglanilla. Using random sampling technique, the survey was undertaken to the 111 families/individuals renting within in the abovementioned places. The respondents were the residents in these places for the last five years

The researcher-designed survey type questionnaire consisted of four (4) parts. The first part covers the demographic data of the respondents regarding their age, gender, civil status, place of origin, occupation, years of living in Cebu, and family or individual income allocated on housing. The second part pertains to respondents' preferred type of accommodation and location; while the third part, determines the housing affordability and preferred payments terms of the respondents on socialized, economic and medium cost housing; and the last section assesses the extent of influence on the differences in aggregate housing affordability towards

household income, housing expenditure, and non-housing expenditures. The reliability of the self-made questionnaire was by subjecting it pilot-testing to 20 respondents who were residents in Cebu City for at least a year. The Cronbach's Alpha of 0.8552 denotes that the data collection tool was reliable for actual administration.

The proponent obtained permission from the management of the real estate developers to use the data on the prices of their housing units for socialized, economic, medium cost housing units for the last five years in Cebu. For the actual administration, the proponent personally distributed the questionnaire to the respondents and retrieved the it afterwards.

For data analysis, it applied simple percentage, weighted mean, Chi-square Test of Independence, and One Way ANOVA.

RESULTS AND DISCUSSIONS

This part presents, analyzes and interprets data about the housing affordability index in Cebu. The data contained in Table 1 shows the profile of the respondents who were residents of the cities of Cebu, Lapu-lapu, Mandaue, Talisay and the municipalities of Consolacion and Minglanilla. These data will be significant in understanding more on the dynamics of decision making in the purchase of housing property since the ability to purchase housing units has connection with the personal characteristics of the consumers.

Most of the respondents belonged to the age bracket of 26 to 30 years old, comprising of 43.24 %. This result means that most of the people from other places who currently resides in Cebu were at at their early adulthood. They were those who migrated to Cebu City, Mandaue City, Lapu-Lapu City, Talisay City, and the municipalities in Consolacion and Minglanilla.

According to Bleemer et al., (2014) homeownership at age thirty shows a steep drop following the recession. Moreover, the finding relates to the study of Jackson (2016), who revealed that professionals aged 20 to 30 years old who were highly educated wanted to buy houses. The current housing market is out of reach for first-time homebuyers. Beyond the price tag, it is not well suited to the mobility of a millennial lifestyle. However, there were only a few who (6.31%) who belonged to the age bracket of 19 to 21 years old. At this age level, a person will not yet think of buying housing units, but to find a job first and have a stable source of income since this is the stage wherein a person is still studying or have just graduated from college.

Table 1. Personal profile of the respondents (n = 111)

Profile	Frequency (f)	Percentage (%)
Age (in years)		
19 - 21	7	6.31
22 - 25	29	26.13
26 - 30	48	43.24
31 - 35	10	9.01
36 - 40	9	8.11
Above 40	8	7.21
	Mean : 28.865	
	StDev : 6.331	
Gender		
Female	63	56.76
Male	48	43.24
Civil Status		
Married	42	37.84
Separated	1	0.90
Single	68	61.26

As to gender, out of the one hundred eleven (111) respondents, sixty-three (63) respondents, consisting of 56.76%, were females, while 43.24% were 48 males. This data means that the influx of people from nearby provinces in Cebu was dominated by the women, although the figure for men was not that far.

It can be observed that most of the respondents, who transferred to Cebu were still single at the time of the survey, while the figure for those who separated was very insignificant. It can be surmised that the dominant age of the respondents was classified at the early adulthood stage. Under the present social dynamics, educated people who live in the city at this age bracket do not consider marrying yet.

Gandelman (2009) said that the gender of the household head is an exogenous determinant of housing tenure. It argues that several determinants of homeownership also affect household headship and that failing to account for this endogeneity explicitly leads to

inconsistent results. Although average women had a lower probability of being homeowners, those women that head their families (single, separated or divorced) have higher possibilities of attaining homeownership. Thus, the household level analysis should control for the endogeneity of household headship to adequately address the gender effect on housing tenure.

Table 2 shows the information on the place where the respondents originate.

Table 2. Place of origin of the respondents (n = 111)

Indicators	Frequency (f)	Percentage (%)
Cebu City	13	11.71
Lapu-lapu City	4	3.60
1 st District	9	8.11
2 nd District	3	2.70
3 rd District	7	6.31
4 th District	14	12.61
5 th District	6	5.41
6 th District	11	9.91
7 th District	4	3.60
Outside Cebu Province	40	36.04

Table 2 shows that there were more respondents who came from outside Cebu province, comprising of 36.04%, which denotes that those who consider of buying housing units are those people who moved from neighboring provinces of Cebu were those college degree holders who came to Cebu to look for a more lucrative job and level of income, compared to staying in their place of origin where job opportunities are relatively scarce. While the rest of the respondents originated from different cities and municipalities of Cebu, like Badian, Alegria, Argao, Medellin, among others.

Thriving cities are characterized by vigorous growth and associated with concepts and the existence of flourishing, and healthy communities. However, such thoughts are not immediately connected with the living conditions in developing countries like the Philippines. With a rapidly increasing urban population, developing countries continue to occupy vulnerable positions, functions, and appearances in urban areas (Malaque III et al., 2018). This means that people are migrating to Cebu either to find a living, to study or got married to native Cebuano.

Table 3 shows the information relating to the respondents' occupation, years of living in Cebu, family or individual income that being allotted to housing.

Table 3. Occupation, years of living & income allocated to housing (n = 111)

Indicators	Frequency	Percentage
Occupation		
Professional	49	44.14
Skilled Workers	29	26.13
Manager	12	10.81
Office Staff	10	9.01
Sales & Service	8	7.21
Self-Employed	1	0.90
Housewife	1	0.90
Student	1	0.90
Years living in Cebu		
Less than 5 years	31	27.93
5 - 9	31	27.93
10 - 15	19	17.12
16 and above	30	27.03
Family or individual income allotted on housing (in PhP)		
Less than Php 5,000.00	22	19.82
Php 5,001.00 - 10,000.00	18	16.22
Php10,001.00 - 15,000.00	7	6.31
Php15,001.00 - 20,000.00	2	1.80
More than 20,000.00	1	0.90
No Response	61	54.95

There were about 49 professionals, comprising of 44.14% who were the dominant number of respondents. These consist of people who perform blue-collared job since they are generally highly educated people in the society. The term professional is used as shorthand to describe a particular social stratum of well-educated workers who enjoy considerable work autonomy and who are commonly engaged in creative and intellectually challenging work (Beeghley, 2004).

Meanwhile, there was only one (1) respondent, who was self-employed, and another one (1) was a housewife and a student, respectively. In reality, with the current value of housing units in the market, being a student and a housewife would no enable a person to afford to purchase a house. This result means that the probability of owning a house depends on the occupation of a person. Moreover, an individual or a family earning would usually be allocated first to satisfy the personal and family needs rather than acquiring a house and lot which is quite expensive.

Further, housing affordability at a household level with the occupation of the reference person in the household is the identifying functional characteristic. One justification for this is that the reference person may reasonably be the person who is most likely to be dominant in the decisions that affect housing and location choices (Yates et al., 2006).

The data contained in Table 4 reveals the preference of the respondents on the type of housing and the location.

Table 4. Preferred type of housing and location (n = 111)

Indicators	Frequency	Percentage
A. Preferred Housing Type		
Condo	27	24.32
Subdivision	84	75.68
B. Preferred Location		
Cebu City	20	18.02
Lapu-lapu City	20	18.02
Mandaue City	20	18.02
Minglanilla	20	18.02
Talisay City	18	16.22
Consolacion	13	11.71

Out of the one hundred eleven (111) respondents in this study, majority or equivalent to 75.68 % preferred subdivision units, rather than condominium units, with only 24.32% preference level. The reason why most of the respondents would like to buy subdivision units is that it is more spacious, the value of the real property usually increases, lesser expensive association dues and less living restrictions, compared when living in the condo units where value of the property would eventually decrease, expensive living dues, and with more restriction in the living activities.

Further, the preferred location of the respondents is spread in Cebu City, Lapu-Lapu City, Mandaue City, and Minglanilla, since these places are usually near their site of work and commercial centers. There was lesser number of those who preferred to live in Consolacion, Cebu because of the general traffic congestion in Cebu north road areas, coupled with the worsening traffic congestion in Mandaue City. So, people who reside in Consolacion has to get up and leave their house early in the morning during weekdays so as not to be trapped in the traffic and be able to report to work on time.

According to Yates et al., (2006), when jobs for each occupation are dispersed, households are more likely to be able to choose residential locations that reflect their capacity to pay. When jobs in a particular profession are concentrated in the high-cost regions, then households with these occupational skills are less likely to be able to choose residential locations that reflect their capacity to pay and, therefore, more likely to have affordability problems than are households where the work is spatially dispersed.

Ballesteros (2002) said that shelter is one of man's basic needs. Through generations, man has sought refuge in various forms to protect himself from these elements, although housing has become expensive through time. In the Philippines, homeownership remains a dream to many Filipinos because of the high cost of owning a house and lot. Thus, almost every administration in the Philippine political arena has put shelter provision as one of its priority programs.

The data in Table 5 shows the housing affordability of the respondents which includes the price of housing units that are affordable, a preferred type of house, location, the level of price affordability and their preferred payment terms.

For socialized housing, there were more (41.44%) who can afford to buy housing units at Php 400,000.00-450,000. Socialized housing lot area ranged from 28 sq.m. to 64sq.m. depending on the type of housing model. At the prevailing economic situation in Cebu, this price level is considered affordable to those who belong to the middle income earners.

For economic housing, the affordability of the majority (53.15%) was at within Php 450,000.00-850,000.00 A modern house is bigger in lot area compared to socialized housing and is already two-storey housing units. The lot area ranged from 36 sq.m. to 72 sq.m. depending on the type of house model. So, the buyers can have more space and comfortable accommodation. Lastly, for medium cost housing, the affordability was at the range of Php 1,700,000.00-2,500,000.00

Table 5. Housing affordability of the respondents (n = 111)

Indicators	Frequency	Percentage
<i>Price Level of Affordability (in (Php)</i>		
I. Socialized Housing		
300K - 350K	42	38.74
300K - 350K	22	19.82
400K - 450K	46	41.44
II. Economic Housing		
Php 450,000.00 - Php 850,000.00	59	53.15
Php 850,000.00 - Php1,250,000.00	27	24.32
Php1,250,000.00 - Php 1,700,000.00	25	22.52
III. Medium Cost Housing		
Php 1,700,000.00 - Php 2,500,000.00	73	69.37
2.50M - 3.20M	23	20.72
3.20M - 4.00M	11	9.91
IV. Preferred Terms of Payment (in years)		
5	10	9.01
10	29	26.13
15	62	55.86
20	7	6.31
25	2	1.80
30	1	0.90
Mean : 13.423		
StDev : 4.316		

The lot area ranged from 50 sq.m. to 100 sq.m. depending on the type of model. It can be gleaned from the data that for each class or category of housing units, the affordability of the respondents was on the highest price bracket. So, the buyers of housing units in Cebu do not only look at the price but a balance on the area or space, location, and the quality of a building.

A majority (55.86%) of the respondents preferred that the payment terms of their housing mortgage was 15 years. Based on the real scenario, those who purchased socialized, economic, and medium cost housing were mortgaged either at the Home Development Mutual Fund or Pag-Ibig Fund or any banking institutions, to spread the various expenses for long years. So paying the housing loan/mortgage for 15 years is just a reasonable term. However, there was only one (1) respondent who would like to pay for 30 years. Paying this length of time is considered too long considering that the real property is generally subjected to depreciation and needs maintenance and repairs.

A study by Vliet (1998) as cited by Jewkes (2008) said that for the issue of housing affordability be addressed adequately; there needs to be a more explicit link between what a household can afford and the loan amount for which a house can qualify. A variety of housing affordability indexes exist which act as "measuring sticks" for determining a person's ability to pay for housing.

Table 6 presents the price index of the socialized, economic, and medium cost housing in Cebu using unweighted price index: simple aggregative price index and average price relatives.

A price index is a measure of relative price changes, consisting of a series of numbers arranged so that a comparison between the values for any two periods or places will show the average change in prices between periods or the average difference in rates between sites (The Editors of Encyclopedia Britannica, 2018).

Table 6. Average price of subdivision units (simple aggregative price index)

Type of Housing	2014	2015	Index	2015	2016	Index	2016	2017	Index
Socialized Housing	414,841.50	567,266.79	1.37	567,266.79	700,663.49	1.24	700,663.49	704,860.49	1.01
Economic Housing	3,113,089.42	2,368,819.32	0.76	2,368,819.32	1,974,861.57	0.83	1,974,861.57	3,122,947.70	1.58
Medium Cost Housing	3,396,382.05	3,020,290.68	0.89	3,020,290.68	4,818,514.64	1.60	4,818,514.64	4,764,399.99	0.99
Average Price of Subdivision Units (Average Price Relatives)									
Socialized Housing	414,841.50	567,266.79	136.74	567,266.79	700,663.49	123.52	700,663.49	704,860.49	100.60
Economic Housing	3,113,089.42	2,368,819.32	76.09	2,368,819.32	,974,861.57	83.37	1,974,861.57	3,122,947.70	158.14
Medium Cost Housing	3,396,382.05	3,020,290.68	88.93	3,020,290.68	4,818,514.64	159.54	4,818,514.64	4,764,399.99	98.88
			00.59			122.14			119.20

The price of the housing units in Cebu decreased by 14% from 2014 to 2015. Moreover, there was a decrease in the amount of economic housing units from 2014 to 2015 by 24%. The expenses on medium cost housing also decreased by 11%. Only the rate for socialized housing increased for this year by 37%, which related to its increased demand since this type of housing model is the least expensive among the three choices. So, those who belonged to the lesser income group would prefer this type of housing, even though the location is usually far from the city proper or at the secluded place in Cebu City, Mandaue City, Lapu-Lapu, Talisay City, Consolacion and Minglanilla.

The price of housing units in Cebu increased by 26% from 2015 to 2016. Specifically, there was a decrease in the economic housing by 17%, while the rate of socialized and medium cost housing increased by 24% and 60 %, respectively. So, the index number was greater than 1. The increase in medium cost housing was high and substantial because at this period, the financial capacity of the target market for real estate improved as well with the growth of the Business Process Outsourcing (BPO) industry.

Moreover, the price of the housing units increased by 15% from 2016 to 2017. The cost of socialized housing increased only by .01% only, while the price of the economic house increased by 58%. This increase was substantial and has a profound impact on the demand elasticity of this type of housing product. The rise in medium cost housing from the previous year (base year) of 60%, declined by only 1%, meaning the price was still high.

The variation in the prices could be due to the differences in the price lists used for various projects of different developers located in different locations in the same year of different housing category as well. Using average price relatives, there was an increase in the prices of the housing units by only .59%. So, this increase was very minimal and not significant to the housing affordability. The rate of economic and medium cost housing decreased by 23.91% and 11.07%.

Also, the price of housing units from 2015 to 2016, increased by 22.14%. Similarly, from the data from 2014 to 2015, indicates that the amount of economic housing decreased. At this period, the decrease registered at 16.63%, while both the price of socialized and medium cost housing increased by 23.52% and 59.54 %, respectively. It can be gleaned from the

preceding data, that the increase for the price of medium cost housing was enormous and the cause of the continuous price increase was the rise in the cost of development.

From 2016 to 2017, the inflation rate was at 19.20%. There was a deflation rate of 1.12% for medium cost housing, while the inflation rate for an economic house was at 58.14% and .60% for socialized housing. The data revealed that the changes in the prices of the various real estate products in Cebu had been very volatile. A price increase was the average price from the various real estate developers from the various locations.

Even if the housing item would not be sold, the price would continuously increase, catching up the costs of the competitors in the same category and the average inflation rate.

Table 7 presents the data on the extent of influences in the difference in the housing affo- investment.

Table 7. Extent of influence of housing affordability

	Indicators	Mean	Interpretation
A. Household Income			
1	The amount of income earned by the household members affects purchasing power of the family.	3.35	Great Influence
2	As household income increases, the expenditures incurred by the members of the family also increase.	3.18	Moderate Influence
3	The kinds of goods (food and non-food) that the members of the family purchase depend on the amount of income that they earn.	3.19	Moderate Influence
4	The members of the family strive hard to earn extra income to allocate for their wants and leisure.	2.99	Moderate Influence
5	The member of the family who are working has the tendency to transfer from one company/job to another company offering higher salary and find greener pasture.	3.23	Moderate Influence
	Aggregate Mean	3.19	Moderate Influence
B. Household Expenditure			
1	The increase in housing rental needs extra budget thereby affecting housing affordability.	3.24	Moderate Influence
2	The increasing cost of housing maintenance or renovation of dwellings cut the budget allocated on certain things/commodities in the consumption basket.	3.10	Moderate Influence
3	The continuous increase in the price of food products causes additional budget thereby affecting housing affordability.	3.18	Moderate Influence
4	The family size (number of members in the family) entails high household expenses, thus affecting housing affordability.	3.16	Moderate Influence
5	The working class preferred to pay higher rent to housing units near to their workplace rather than paying lower rent that is far away from their workplace.	2.95	Moderate Influence
	Aggregate Mean	3.13	Moderate Influence
C. Non-Household Expenditure			
1.	The increase in fuel prices means increase in transportation cost, which needs additional budget thereby affecting housing affordability.	3.23	Moderate Influence
2.	The increasing cost of communication and other utilities other than water and electricity in means more money needed to be able to buy other things such as housing/dwelling.	3.07	Moderate Influence
3.	Emergency cases such hospitalization, fire, etc. affects household budget since it requires more money needed.	3.09	Moderate Influence
4	The costs of leisure activities entail more family budget, which has an effect on the ability of family to own housing unit.	2.87	Moderate Influence
5	Family members who have no stable job or source of income causes additional budget from the working family member, thereby affecting ability to purchase housing unit.	3.14	Moderate Influence
	Aggregate Mean	3.08	Moderate Influence
	Overall Aggregate Mean	3.13	Moderate Influence

The differences in the household affordability had a moderate influence on household income, as indicated by the aggregate mean of 3.19. Specifically, that there was a significant influence on the amount of income earned by the household members as it also affected the purchasing power of the family, as indicated by the aggregate mean of 3.35. This means that

those who have lower income has lesser buying power towards housing products, and vice-versa.

Meanwhile, the lowest aggregate mean of 2.99, indicated that there was a moderate influence on the indicator which stipulates that the members of the family strived hard to earn extra income to allocate for their wants and leisure. This result indicates that the housing affordability does not relate to non-essential commodities in the consumption basket. Therefore, the income significantly affects the individual's decision on the housing affordability. This data only implies that household owners' family income influences whether directly or indirectly on the homeownership decision.

Meaning, the higher the income of the respondents, the bigger their chances to own a house. Moreover, the data suggest that household owners' family income has an impact on whether immediate or backhanded on the homeownership choice.

Furthermore, the dynamics in the differences in the housing affordability had a moderate influence on household expenditure. This result denotes that the household had more flexibility regarding their expenses in the family. So, they are open to somehow in making some extent of sacrifice of not buying the usual items in the consumption basket, to give way to house ownership.

The increase in housing rental that requires extra budget had a moderate influence in the housing affordability, based on the highest weighted mean of 3.24. On the other hand, an aggregate mean of 2.95 indicates that there was only moderate influence on the preference of the working class to pay higher rent to housing units near their workplace rather than paying lower rent to groups that are far from their workplace. The choice on where to live, whether to buy own house or just rent was somehow related to the relative distance of the working area considering that traffic congestion nowadays which had been a worsening problem in Cebu.

Finally, the difference in the housing affordability of the respondents' moderately influenced ($\mu=3.08$) the non-household expenditure, which denotes that other expenses of the members of the family, other than the basic goods do not relate the decision of whether to buy a house or not at the great extent.

The increase in fuel price which subsequently increased the transportation cost, requires additional budget had the moderate influence on housing affordability as shown by the weighted mean of 3.23. However, the costs of leisure activities that entails more family budget had a moderate influence on the ability of a family to own housing unit, as revealed by a weighted mean of 2.87. This data implies that the changes in the prices of the services that relate to leisure, did not have an impact on homeownership decision.

To sum it up, the overall aggregate mean of 3.13 indicates that there was a moderate influence of the respondent's housing affordability about household income, household expenditures, and non-household expenditures.

This section reveals the data on the results on the test of the significant relationship between the respondents' profile and their responses on the influence on the differences in housing affordability to household income, household expenditure, and non-household expenditure.

There is a significant relationship between the respondents' age and their responses on the extent of influence of the differences in housing affordability towards household income and household expenditure. Meaning, the differences in the age of the various respondents relates to their perception on how the various levels of income and expenses in the family connected to the family's decision to own a house or not. So, the increase in income means higher chances of home ownership. However, age does not relate to their idea on the influence of the difference in housing affordability and the non-household expenditure.

Also, there is a significant relationship between the gender of the respondents and their perception on the extent of influence on the difference between housing affordability and towards household expenditure. This result means that whether the respondent is either female or male, their idea on this matter does not relate to their response in connection to household expenditure and housing affordability. As observed, women are the ones who make the budget decision regarding household expenses. The gender of the head of the family is likewise vital in homeownership decision.

Table 8. Significant relationship between the respondents' profile and their responses on the influence on the differences on housing affordability to household income, household expenditure, non-household expenditure

Variable	Computed Chi- Square	df	Critical Value	Result	Decision
A. Age					
Household Income	21.359	10	18.307	Significant	Ho rejected
Household Expenditure	19.790	10	18.307	Significant	Ho rejected
Non-Household Expenditure	23.964	15	24.996	Not significant	Ho accepted
B. Gender					
Household Income	2.843	2	5.991	Not significant	Ho accepted
Household Expenditure	6.378	2	5.991	Significant	Ho rejected
Non-Household Expenditure	4.260	3	7.815	Not significant	Ho accepted
C. Civil Status					
Household Income	3.837	4	9.488	Not significant	Ho accepted
Household Expenditure	2.474	4	9.488	Not significant	Ho accepted
Non-Household Expenditure	2.471	6	12.592	Not significant	Ho accepted
D. Place of Origin					
Household Income	79.109	60	79.082	Significant	Ho rejected
Household Expenditure	85.224	60	79.082	Significant	Ho rejected
Non-Household Expenditure	183.536	90	113.145	Significant	Ho rejected
E. Occupation					
Household Income	23.174	14	23.685	Not significant	Ho accepted
Household Expenditure	23.775	14	23.685	Significant	Ho rejected
Non-Household Expenditure	20.959	21	32.671	Not significant	Ho accepted
F. Years in the Company					
Household Income	5.090	6	12.592	Not significant	Ho accepted
Household Expenditure	10.500	6	12.592	Not significant	Ho accepted
Non-Household Expenditure	23.791	9	16.919	Significant	Ho rejected
G. Income Allotted for Housing					
Household Income	67.190	44	60.481	Significant	Ho rejected
Household Expenditure	53.614	44	60.481	Not significant	Ho accepted
Non-Household Expenditure	156.849	66	85.965	Significant	Ho rejected

However, there is no significant relationship on the perception on the influence on the differences in capacity of home ownership towards household income and non-household expenditures. This relates to the fact that males who usually had higher salaries and provides the family some budget for the household expenses.

In addition, there is no significant relationship between the respondents' civil status and their idea on the extent of influence on the differences of housing affordability towards household income, housing, and non-housing expenditure. So, whether the respondent is single, married, or separated, it does have a profound connection on their perception on this matter.

Regarding the place of origin, it has a significant relationship with the response on the influence on the variation of the household affordability towards household income and expenditure, as well as non-household expenses. The result on the respondents' idea has something to do with their experience in the place where they originated. For instance, people who used to live in rural areas and have lower income and expenses have different buying capacity as compared to those who live in the urban areas who earned higher income and since the cost of living in the city is now higher.

Further, the occupation has a significant relationship with the response on how the differences in housing affordability influence towards housing expenditure, while there is no significant relationship on this idea relating to household income and non-household expenditure. So, the type of job of the respondents did not connect to issue on the expenses of the household, but not on a level of income and other associated costs in running the household.

Also, another significant relationship between the years of service in the company and how the differences in housing affordability towards non-housing expenditures, while there is

no significant relationship between the idea on the influences on different buying capacity towards household income and household expenditures. This result implies the more extended the employee stayed in the company, it has a connection on their perception on the spending outside the household.

However, the differences in household income and expenditure do not correlate with years of service. Lastly, a significant relationship between the family or individual income that was allotted to housing and the idea on the differences on the relative affordability regarding household income and non-housing expenditures. Moreover, there is no significant relationship on the context of the differences in household expenditures and the income allotted for housing. This only means that housing affordability depends on the income earned and how much has been left after fulfilling the non-housing expenses such as for emergency, utility bills, among others.

According to Miller (2001), homeownership is highly valued and is still a very desired achievement. Despite the overwhelming urge to obtain homeownership, it is challenging for low to moderate-income households. Once received it is also hard to maintain ownership. Various programs have been implemented at all levels of government as well as private agencies to assist persons in attaining property. Some programs have met with problems while others have been deemed successful.

Table 9. Significant relationship on the preferred housing, location, and type of house and perceptions on the influence of the differences of housing affordability to household income, household expenditure, and non-household expenditure

Variable	Computed Chi-Square	df	Critical Value	Significance	Result
A. Preferred Housing Type					
Household Income	2.013	2	5.991	Not significant	Ho accepted
Household Expenditure	4.402	2	5.991	Not significant	Ho accepted
Non-Household Expenditure	10.443	3	7.815	Significant	Ho rejected
B. Preferred Location					
Household Income	36.824	10	18.307	Significant	Ho rejected
Household Expenditure	52.950	10	18.307	Significant	Ho rejected
Non-Household Expenditure	29.405	15	24.996	Significant	Ho rejected
C. Socialized Housing					
Household Income	1.649	4	9.488	Not significant	Ho accepted
Household Expenditure	1.324	4	9.488	Not significant	Ho accepted
Non-Household Expenditure	4.695	6	12.592	Not significant	Ho accepted
D. Economic Housing					
Household Income	11.649	4	9.488	Significant	Ho rejected
Household Expenditure	12.048	4	9.488	Significant	Ho rejected
Non-Household Expenditure	9.234	6	12.592	Not significant	Ho accepted
E. Medium Cost Housing					
Household Income	5.134	4	9.488	Not significant	Ho accepted
Household Expenditure	8.635	4	9.488	Not significant	Ho accepted
Non-Household Expenditure	16.363	6	12.592	Significant	Ho rejected

There is no significant relationship on the respondents' preferred housing type, either condo or subdivision and their perceptions on the extent of influence on the differences of housing affordability towards household income and expenditure. However, the preference on the type of housing units does not relate to their idea on the influence of whether the household can afford or not on the various non-household expenses.

Also, there is a significant relationship between the respondents preferred location and their responses on how the differences in housing buying capacity relate to the household income, expenditure and non-household expenditure.

Moreover, there is no significant relationship between the affordability on socialized housing and the responses on how the differences in housing purchasing capacity connect to

household income, household expenditure, and non-household expenditure. Whether the respondents would prefer cheaper or more expensive socialized housing unit, it does not have a bearing on their responses on affordability about the dynamics on the income and expenditure.

Additionally, there is a significant relationship between the respondents preferred price on economic housing and their perception on the extent of influence on the differences of housing affordability towards household income and expenditure, but not on the non-household investment. The capacity of the respondents on economic housing unit has something to do with the respondents' level of income and expenditure. This result relates to Ernest Engle's Law which stipulates that the consumers' increase in income does not necessarily goes to the purchase of essential goods but on luxury goods (Pagoso et al., 2006).

Lastly, there is no significant relationship between the respondents' affordability on medium-cost housing and their perceptions on the extent of influence on the differences of housing affordability towards household income and expenditure but relates on ideas relating to non-household expenditure. This means that the respondent's ability to purchase this type of housing unit does not necessarily connect to differences in the economic situation and how to spend the income.

CONCLUSIONS

Generally, those people from other places came to Cebu to look for a greener pasture would eventually buy housing units. However, considering the volatility of the prices of the real estate properties in Cebu, the affordability level of the people is the medium cost housing since that is within their budget. Thereby, homeownership decision depends on the income earned associated with a particular occupation. Also, location is a contributing factor in preference to home ownership. So, the choice of location is primarily based on the proximity to the place of work even though the rental rates and the cost of housing units are high, while people with lower income preferred locations that are far from their workplace as long as the housing units, and living cost is also lower. Moreover, occupation also plays a vital role in the decision to home ownership since it relates to the buying capacity for real estate properties

TRANSLATIONAL RESEARCH

The proposed housing marketing plan may be adopted by the real estate developers that offers socialized, economic and medium-cost housing and that the real estate developers would offer more housing units that are within Cebu City, Mandaue City, Lapu-lapu City, Talisay City and Minglanilla and would be within the capacity of the people to purchase given the prevailing level of income.

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Teaching Strategies of the Clinical Instructors of the College of Nursing University of Cebu-Banilad

PILUCHI VICTORINA VILLEGAS

<http://orcid.org/0000-0001-5630-8854>

Piluchiv69@gmail.com

University of Cebu

Cebu City, Philippines

JUDY ANN O. FERRATER-GIMENA

<http://orcid.org/0000-001-5352-8253>

judygimena@gmail.com

University of Cebu

Cebu City, Philippines

ABSTRACT

Quality instructing has turned into an issue of significance as the scene of advanced education has been confronting consistent changes. This study intends to investigate the teaching strategy adopted by the clinical instructors of the College of Nursing, University of Cebu-Banilad.

This study used the descriptive research design and was conducted at the College of Nursing of the University of Cebu-Banilad. Using purposive sampling technique, there were twenty (20) clinical instructors who served as participants in this investigation. A self-made questionnaire was used to gather data on what teaching strategy do the teachers in the Bachelor of Science in Nursing Program employed. For data analysis, simple percentage was computed to analyze the profile of the clinical instructors and weighted mean was used in analyzing the data on the teaching strategy.

The findings revealed that majority of respondents were at the aged within 32-36 years old, females, and married. Moreover, the clinical instructors highly practiced the following teaching strategies: brainstorming, simulation, demonstration, lecture or presentation, questioning, self-study, case study, collaborative learning, 4A's, cooperative learning.

Therefore, it is concluded that the clinical instructors of the College of Nursing of the University of Cebu-Banilad applied various teaching strategies depending on the topic or the nature of the course and with consideration of would method would best fit to the learning environment and would gear towards maximizing the desired learning outcomes. It is recommended that each course syllabus of the Bachelor of Nursing curriculum should specify the specific teaching strategy for each topic or course content to strike a balance between the intended learning outcomes and the available resources.

Keywords—Educational technology, teaching strategy, descriptive-survey, Cebu City, Philippines

INTRODUCTION

Teachers are the most critical element of the quality learning process. Although this is deeply embedded in the policy debate, policymakers need to identify what goes into high-quality teaching to take a move to enhance the policies, training and professional development initiatives for teachers with the objective of improving the learnings of all students (OECD, 2016).

The principal aspect that makes teaching and learning possible and attainable are the teacher, the learner, and conducive learning environment. Only when a positive relationship

exists between them can teaching and learning occur with precision and predictability since the teacher serves as the impetus of the educational wheel while the learner is the key participant in the learning process. The favorable environment provides essential features and ingredients that could make headway in guiding the teaching-learning process and methodologies needed for a smooth linkage among the three. A professional teacher sees himself/herself as somebody who can impact change or learning, (feeling of viability) since he/she is a specialist in what he/she (topic information), and what he/she instructs (academic learning) (Corpuz & Salandanan, 2013).

The educational trend brought about by some ground-breaking researchers tell one can be an effective facilitator of learning if one has a good working knowledge of the learners' development. So, it is very important that nursing educators should undertake various means of measuring instructional effectiveness or applicability to be able to match the industry demand and what the educational institution is propagating.

Moreover, the kind of questions that the teacher would ask determine the level of thinking he/she intends to develop. Low-level questions demand low-level response. They involve answers dependent on review or from the memory of the students. Abnormal state addresses call for higher-arrange thinking capacity. The inquiries that inquire as to why and how to require an examination of perceptions. The end is touched base at after gauging the proof or building up an example out of a recorded organization of information. An inquiry is taken as a demand for data. It is merely an inquiry about something. In teaching, it takes the form of a problem at the start of an investigation or a query about a current issue such as time or classroom management. It is a statement that demands an explanation, a purpose or an argument. A daily lesson is seldom without even a single question. It is the question, stated in any form that unlocks thinking. Hence, it is integral to the teaching practice. The kind of questions being asked varies according to purpose.

The Instructional standards under CHED Memorandum No.14, states that the institution must maintain a high standards of instruction, utilizing appropriate and updated course syllabi/references and instructional methods/strategies taking into consideration the key areas of responsibility (safe and quality nursing care, health education, communication, collaboration and teamwork, legal responsibility, ethico-moral responsibility, personal and professional development, research, quality improvement; records management and management of resources and environment) that contribute to quality nursing education.

Since the teaching strategy is a very important aspect in the provision of education services, it imperative that a study about instruction such as teaching style of the clinical instructors should be conducted.

FRAMEWORK

This investigation anchors on Bruner's Theory of Instruction, which emphasizes that learning is a proactive process in which students' develop new ideas or concepts based upon their current or past knowledge. Bruner stressed that teaching should always lead to boosting cognitive development. Students will not understand the concept if teachers plan to teach using only the teacher's extent of grasp. Instruction needs to be anchored on the learner's intellectual capacity. The work of the instructor is to transform information to be learned into a format appropriate to the learner's current state of understanding. The curriculum should be organized spirally so that the students continually build upon what they have already learned. Bruner additionally focused on the hypothesis of direction that should address four noteworthy perspectives: 1) predisposition to realize, where he presented the thoughts of preparation for learning; 2) structure of information that alludes to the manners by which a collection of information can be organized with the goal that it can be most promptly gotten a handle on by the student; 3) successful sequencing, since nobody sequencing will fit each student, however, all in all, the lesson can be introduced in expanding trouble; 4) fortification which expresses that prizes and discipline can be chosen and paced suitably (Lucas & Corpuz, 2014).

Quality instructing has turned into an issue of significance as the scene of advanced education has been confronting consistent changes. The understudy body has impressively extended and enhanced, both socially and geologically. New understudies call for new educating techniques. Present day advances have entered the classroom, in this manner adjusting the idea of the cooperation amongst understudies and educators. The legislatures, the understudies, and their families, the businesses, the assets suppliers progressively request an incentive for their cash and want more proficiency through educating (Henard & Leprince-Ringuet, n.d.).

The meaning of value instructing relies upon the significance one provides for the idea of value. Quality is, in reality, a multi-layered and complex word. As Biggs (2001) brings up, quality can, on the other hand, characterize a result, a property, or a procedure. In this way, it is not astounding that the expression quality instructing has been given a few definitions.

Harvey and Green (1993) recognize four meanings of value that can help to comprehend what quality teaching may be. Initially, quality as greatness- the customary origination of value is the overwhelming one in numerous old world class advanced education organizations. Second, quality can be characterized as esteem for cash- a quality establishment in this view is one that fulfills the requests of open responsibility. Third, quality may be seen as fitness for purpose- the purpose is that of the institution, for instance getting students to learn sciences efficiently. The last definition listed by Harvey and Green (1993) is that of quality as transforming. According to this definition, quality teaching is teaching that transforms students' perceptions and the way they go about applying their knowledge to real-world problems.

The most important single factor that influences learning is what the learner already knows. Nursing students face a greater need to understand larger questions and problems in their chosen field. Unless there is understanding, students may only commit unassimilated data to short-term memory, and no meaningful learning will occur (All, 1997).

A professional teacher has the accompanying qualities: (a) control of the information base of educating and learning and utilization of this information to direct the science and specialty of his/her showing practice; (b) collection of best showing practice and can utilize these to train youngsters in classrooms and to work with grown-ups in the school setting; (c) auras and aptitudes to approach all parts of his/her work in an intelligent, collegial, and critical thinking way; (d) perspective of figuring out how to educate as a deep-rooted process and manners and abilities for working towards enhancing his/her own educating and in addition enhancing schools (Arends, 1994).

The following are the guiding principles in the selection and use of appropriate teaching strategies: First learning is an active process. Nobody can learn from the teacher in the same way that nobody can eat for others, nor live for others, nor die for other. A person eats for oneself, lives their own life and dies for one's death. Only the person can learn from himself. As a learner, he/she must, therefore, be actively engaged in the learning process. This means that a teacher should actively engage the learners in learning activities if he/she wants to learn what a teacher intends to teach. The teacher should give the students the opportunities to participate in classroom activities. Second, the more detects that are engaged with taking in, the more and the better the learning. What is seen and heard are adapted more than what is observed and heard merely. People are a strongly visual creature. The eyes contain almost 70 and percent of the body's receptor and send a huge number of signs along the optic nerves to the visual handling focus of the mind (Wolfe, 2001). Third, feelings influence the improvement of memory and learning. The more emotionally involved the students become in the lesson, the higher the impact. The more intense the arousal, the stronger the imprint. The teachers should not let to feel afraid to bring emotion into the classroom. The teacher adds an emotional touch to learning. Fourth, learning is meaningful when it is connected to students' everyday life. Abstract concepts are made understandable when we give sufficient examples relating to the students' experiences. Fifth, good teaching goes beyond recall of information. Good thinking concerns itself with higher-order-thinking skills to develop creative and critical thinking. Most teachings are confined to recall of information and comprehension. Ideally, teaching should reach the levels of application, analysis, evaluation, and synthesis to hone the students' thinking skills. Lastly, an incorporated showing approach is much more potent than instructing disengaged bits of data. Instructional approach is integrated when it considers the multiple intelligences (NI) and varied learning styles of students (Corpuz & Salandanan, 2013).

In a school setting, the teacher is out on a mission. Teaching is the teacher's difficult mission, but this mission must be carried out with a heart no matter how difficult it is. The learner is the beneficiary of such mission. However, the learner wants to earn such lifetime benefits in an easy, fun-filled, yet enduring manner. The teachers are the formators and the driving force in the pursuit of academic success and workplace productiveness (Delfin & Javines, 2016).

Under the Educational Philosophy of Perennialism, education aims to educate the rational person; to cultivate the intellect. The role of education is for the teachers to help the students think with reason. Under the Educational Philosophy of Essentialism, education aims to advance the cognitive ability of the person and educate a competent person. The role of education posits that the teacher is the sole authority in his/her subject area or field of specialization. Further, education aims to promote democratic and social living; while the role of education pertains to the importance of knowledge, which leads to growth, and the

development of lifelong learners who actively learn by doing. Lastly, under the Educational Philosophy of Reconstructionism, education aims to improve and reconstruct society education for change, while the role of education focuses on the idea that teachers act as catalysts of change and reformation in the different educational contexts including research (Bilbao et al., 2008).

The teaching approach is a set of principles, beliefs, or ideas about the nature of learning that is translated into the classroom. It springs from a teacher's philosophy of education, the nature of education, the role of the teacher and the students. Teaching strategy is a long-term plan of action designed to achieve a particular goal. The strategy applies to many disparate fields such as military strategy, economic strategy, teaching strategy, and the like. The teaching method is a systematic way of doing. Moreover, teaching technique is well-defined procedures use to accomplish specific activity or task. It is a teacher's particular style or trick used to accomplish an immediate objective. There would be more than one technique may be available for accomplishing a specific activity or task. Techniques are consistent with a given approach, a strategy and method approach gives rise to a strategy which may be more than one method of teaching. One teaching method may be employed differently by two different teachers whose teaching style may lead to the use of different techniques. The technique has something to do with teacher's style of teaching (Corpuz & Salandanan, 2013).

Beginning-level medical-surgical faculty at a small private college faced the challenges of creating a clinical learning environment that met student learning needs, decreased student anxiety, and maintained patient safety. The use of preceptors has become popular nationally. However, because of limited acute care sites and, thus, limited numbers of available preceptors, this method of clinical instruction was not widely available. Borrowing a method from the natural sciences, a clinical laboratory teaching assistant role was developed (Becker & Neuwirth, 2002).

Understudies' elective systems fill in as the critical part in science idea learning. The strategy conceptual conflict, encouraging cognitive accommodation. The first phase is facilitated by an exposing event, while the second and third focus on a discrepant event (Nussbaum & Novick, 1982).

One of the teaching strategy is brainstorming. A brainstorming session is a valuable apparatus to produce thoughts or discover answers for an issue. These sessions investigate and grow an understudy's capacity to think fundamentally and horizontally. As understudies get effectively included, the sessions help the way toward learning and enhance scholastic execution. Brainstorming in the classroom persuades understudies to openly express their thoughts and musings regarding a matter. Since there are no wrong or right answers, the meetings give understudies a phase where they can voice their considerations without fear of disillusionment. The sessions allow the class to take advantage of their past information and frame associations between the present point and what they have effectively realized. It likewise urges them to tune in and think about others' thoughts, in this manner indicating regard for their cohorts. Brainstorming sessions may appear like an unstructured action, be that as it may be, setting out a few tenets may guarantee smooth working of the session. There is no dominant or losing group while conceptualizing. Every one of the thoughts and contemplations is viewed as and given similar inclination. The educator should direct the session with the goal that the exchange is agreeable and understudies are learning. The inquiry that should be conceptualized ought to be surrounded deliberately with the goal that most final thoughts might be created. Educators ought to set up a rundown of sub-addresses that may help coordinate the musings of the understudies the correct way if the discourse hangs, or the understudies get diverted. There ought to likewise be a period constraint on the discourse. The time set would rely on the idea of the subject. Toward the finish of the session, an understudy can compress every one of the thoughts that were examined. The educator should arrange and deal with the session without including their assessment or remarks the thoughts displayed (Professional Learning Board, n.d.).

Another teaching strategy is conceptualizing. Conceptualizing is an expansive or little gathering movement that urges understudies to concentrate on a subject and add to the free stream of thoughts. The educator may start a meeting to generate new ideas by suggesting a conversation starter or an issue, or by presenting a point. Understudies at that point express conceivable answers, significant words, and thoughts. Then contributions are accepted without criticism or judgment and are usually summarized on a whiteboard by the teacher or a scribe as the ideas are called out. Finally, these ideas are then examined, usually in an open class discussion format (UNSW, 2015).

Moreover, simulation is an occasion or circumstance made to take after clinical practice as nearly as could reasonably be expected. It can be utilized to show the hypothesis,

appraisal, innovation, pharmacology, and abilities (Rauen, 2001). The accentuation in a simulation is regularly on the application and incorporation of information, abilities, and basic reasoning. Not at all like a classroom setting or a paper-and-pencil test, it enables students to work in a domain that is as close as conceivable to a real circumstance and gives them a chance to think and react quickly, not in their seat (Eaves & Flagg, 2001; Issenberg et al., 1999; Rauen, 2001; Weis and Guyton-Simmons, 1998). Simulation is also a great showing technique for some aptitudes, however, particularly for primary consideration of nursing. Learning in grown-ups is best when the environment is both participative and intuitive. Another important element is that students get quick criticism (Rauen, 2001; Benner, 1984; Benner et al., 1999).

All medicinal services experts must have a joined information on physical and social science and specialized and clinical training. Lamentably, a significant part of the specialized and clinical adapting regularly happens in the clinical setting, presenting dangers to the well-being of the two patients and students with the end goal that nearby supervision by experienced preceptors and educators is required to keep away from poor results. In the clinical setting, preceptors frequently do not have command over the sorts of encounters a student will have or the conditions under which aptitudes can be watched, learned, or rehearsed. Further, simulation is a strategy for instructing that permits or expects students to apply hypothesis to rehearse in an integrated way (Rauen, 2004).

Simulations and role play as meaning makers. Not all curriculum topics can be addressed through authentic problem solving and projects (Corpuz & Salandanan, 2013).

In the demonstration strategy, the educator or a group of students presents how a procedure is attempted while alternate students will watch. This approach is employed in presenting lessons that use sophisticated equipment and technical know-how (Corpuz & Salandanan, 2013).

For assessing cognition, the type of questions is used to determine one's knowledge in understanding. They promote high-level thinking. Divergent questions and open-ended inquiries that call for analysis and evaluation. For verification, it decides the precision or exactness of the consequences of a movement or execution. For inventive reasoning, it tests one's innovation. For assessing, it evokes reactions that incorporate judgments, esteem, and decision. It additionally gets some information about an occasion, an arrangement or a man. For gainful reasoning, it incorporates psychological thinking. For inspiring, before talking about the exercise, a few inquiries concerning the subject can serve to stir their advantage and center consideration. It endeavors to place understudies in the correct state of mind. For teaching, the inquiry requests helpful data. It coordinates directs and prompts on what and how to complete a movement (Corpuz & Salandanan, 2013).

Primarily, the lecture has been used down through the years as a means of transmitting cognitive/factual data from a teacher to a group of students. It presupposes that the teacher is the expert; with all the data of access at the teacher's disposal rather than the students', and that the students need or want a large amount of this data in a short time. It is an efficient way of imparting information in a scheduled way without interruption, and with less planning than in most other teaching methods. However, from a learning-theory standpoint, it is a deficient form of instruction as far as the amount of knowledge retention is concerned. Secondly, the lecture is used to effect desired changes either through cognitive reasoning or appealing to the affective domain to make changes through emotion. Usually, the lecture in the teaching-learning process is not used for emotional purposes.

On the other hand, when the learners are experienced in listening, they can follow the lecturer has shortcomings. Part of the requirement, then is that the learners be experienced in learning from the lecture method. If the learners are technically oriented, for example, and have spent much time listening to technical speakers, they do better in their retention (learning) than those without such opportunities. Further, the students who can listen and take notes is more likely to get the most value out of a lecture than those who find it difficult to listen and take notes at the same time (Broadwell, 1980).

The lecture is always boring because only the teacher is active while students are passive. The following students' comments confirm this belief; they describe lectures that are not boring or unclear to them and which make no contribution to their learning beyond what they could have obtained independently by reading the textbook or the lecture notes. The teacher is simply reading lecture notes, merely repeat and summarize the material in the textbook and contain nothing new or insightful (Hativa, 2000).

Self-study is the key to building teacher efficacy. Self-study of educating can assume an essential job in diminishing instructor steady loss. It is trusted that the precise commitment to oneself investigation of instructing is a significant methodology for instructors to all the more likely comprehend their educating and understudy's learning. It urges instructors to assume the

responsibility of their learning and expert improvement and advance training change. Self-thinking is a great vehicle that can likewise recharge one's enthusiasm for instructing. Thus, self-study about advances instructive change endeavors in a way that is genuine and that will have an immediate effect in the classroom (Samaras & Freese, 2006).

The case study method is a powerful student-centered teaching strategy that can impact students with critical thinking, communication, and interpersonal skills. Having learners work through unpredictable, questionable, certifiable issues connects with understudies with the course material, urging them to see it that from an activity point of view (Angelo & Boehrer, 2012). Contextual investigations are, by their inclination, multidisciplinary, and permit the utilization of vague ideas and bridging the hole among hypothesis and practice (Davis & Wilcock, n.d.). Taking a shot at cases expects students to look into and assess different wellsprings of information and encouraging data proficiency. The case strategy is likewise powerful at growing natural world and proficient abilities. Taking a shot at contextual analyses requires great authoritative and time administration abilities. Further, case strategy builds student's capability with written and oral correspondence, and additionally cooperation and collaboration. Contextual analyses compel understudies into genuine circumstances, and preparing them in administrative aptitudes, for example, holding a gathering, arranging an agreement, giving an introduction, and so on (Daly, 2002).

Collaborative learning is an instructive way to deal with educating and discovering that includes gathering of students who are cooperating to take care of an issue, finish an errand, or make an item analysis (National Institute for Science Education, 1997). According to Gerlach (1994), synergistic learning depends on the possibility that learning is a usually social act in which the members talk among themselves. It is through the discussion that learning happens.

There are many approaches to collaborative learning. A set of assumptions about the learning process underlies them all (Smith MacGregor, 1992).

Synergistic learning procedures can be consolidated into a run of the mill 50-minute class in an assortment of ways. Some require careful arrangement, for example, a long haul venture, while others require less readiness, for example, suggesting a conversation starter amid address and requesting that understudies examine their thoughts with their neighbors (see idea tests). Smith and MacGregor (1992) stated that in community-oriented classrooms, addressing, tuning in, note-taking procedure may not vanish totally, but rather it lives close by different procedures that are situated in understudies' talk and dynamic work with the course material.

The ACES teaching approach employs both the inductive as well as the deductive methods in the conduct of the lessons although the former is given more emphasis since certain principles of learning activate the learners and make learning personal and meaningful are easily achieved through the inductive method. The uniquely personal and subjective nature of learning is best attained through having the learners undergo the experiences by themselves and also with others in a group. This learning approach is commonly called Andragogy or the experiential process which develops through four stages: activity, analysis, abstraction, and application (PRODED'S 4 A's) and follows the following four phases of value learning (Espiritu et al., 1995). In the 4 A's approach, the learner is actively engaged in the learning process from the activity, analysis, abstraction and to the application phase. From the activity phase, the learner is led into an in-depth analysis of his/her experiences. This analysis paves the way to the abstraction or generalization phase which in turn brings him/her to the application of what s/he learned, the real test of learning (Lucas & Corpuz, 2014).

Learning is triggered off by a carefully planned activity such as individual disclosure or self-inventories, group discussion, case study, listening to vignettes, role-playing, song analysis, panel discussion, right dilemma strategy, and others. These are structured learning activities or experiences from which learning both cognitive and affective will spring. Strategies used here are mostly value clarification, value analysis, and moral dilemma strategies. In this phase, the students start to clarify or understand their feelings, ideas, or thoughts about specific situations contained in the activity. They start the value clarification or analysis with themselves through introspection, and further clarification or analysis with other students through group dynamics, which may be provided for as an activity (Espiritu et al., 1995).

Further, cooperative learning is sometimes called little gathering learning, and is an instructional procedure in which little gatherings of students cooperate on a typical undertaking. The undertaking can be as straightforward as taking care of a multi-step math issue together, or as mind-boggling as building up a plan for another sort of school. At times, each gathering part is exclusively responsible for part of the errand; in different cases, assemble individuals cooperate without formal job assignments. There are five principal segments that allow productive small assembling, for instance: 1) valuable relationship wherein students feel

accountable for their own and the group endeavor's; 2) very close and individual correspondence, where the learners enable and reinforce one another and nature empowers trade an eye-to-eye association; 3) individual and get-together obligation, in which each understudy is responsible for doing their part; the get-together is in charge of meeting its goal; 4) accumulate rehearses, wherein the get-together of people increments organization of direction in the social, social, and synergistic aptitudes being anticipated that would work with others. Helpful learning changes learners' and instructors' jobs in classrooms. The responsibility for and learning is shared by gatherings of students and is not anymore the sole duty of the instructor. The specialist of defining objectives, surveying learning, and encouraging learning are shared by all. Understudies have more chances to effectively take an interest in their learning, question and test one another, share and talk about their thoughts, and disguise their learning. Alongside enhancing scholastic learning, agreeable learning enables understudies to participate in an insightful talk and look at alternate points of view, and it has been demonstrated to expand understudies' confidence, inspiration, and compassion. A few difficulties of utilizing agreeable learning is incorporated in discharging the control of getting the hang of, overseeing commotion levels, settling clashes, and evaluating students' learning. Precisely organized exercises can enable learners to take in the aptitudes to cooperate effectively, and organized talk and reflection on gathering procedure that can help maintain a strategic distance from a few issues (Sandbox Networks, Inc., 2017).

OBJECTIVES OF THE STUDY

This study intends to investigate the teacher strategy adopted by the clinical instructors of the College of Nursing, University of Cebu-Banilad. It specifically determines the profile of the respondents and the various teaching strategies being applied in the class.

METHODOLOGY

This study used the descriptive research design in determining the teaching strategies adopted by the clinical instructors of the College of Nursing, University of Cebu-Banilad.

The study was conducted at the University of Cebu-Banilad-College of Nursing. Utilizing the purposive sampling technique, there were twenty (20) clinical instructors who served as participants. The self-made questionnaire was used to gather data. The administration of the survey tool was done during the vacant time of the respondents and the answered tool were retrieved thereafter. Simple percentage was computed to analyze the profile of the clinical instructors, weighted mean as utilized in analyzing the data on the teaching strategy utilized by the participants, Chi-square test of independence was calculated to determine the significant relationship between the respondents' profile and their teaching strategy.

RESULTS AND DISCUSSIONS

This section displays the data on the profile of the respondents and the teaching strategies applied by the clinical instructors of the College of Nursing of the University of Cebu-Banilad.

Table 1. Age of the respondents (n= 20)

Indicators	Frequency	Percentage
Age (in years)		
32 - 40	7	35.00
41 - 49	6	30.00
50 and above	7	35.00

The data in Table 1 shows that there more clinical instructors who were aged within 32-40 years old and 50 years old and above, comprising of 35%, respectively. This data means that clinical instructors were at the maturity age and were expected to manifest maturity in teaching.

Table 2. Gender of the respondents (n= 20)

Indicators	Frequency	Percentage

Female	18	90.00
Male	2	10.00

Almost all or equivalent to 90% of the clinical instructors at the time of the study were females. It can be noted that there were only two (2) male clinical instructors. It is a common observation that usually, female rather than male subscribes the nursing profession. Many female dominant positions, including nursing, have failed to attract male recruits. This can be attributed to in part of the issues such as status and pay, but it is also the result of the gender role stereotyping of the profession. Thus, it has become identified as a profession deeply embedded in the gender-based power relations of society.

Table 3. Civil status of the teacher respondents (n= 20)

Indicators	Frequency	Percentage
Married	14	70.00
Single	5	25.00
Widow	1	5.00

In terms of civil status of the respondents, majority or 70% of the respondents were already married, while only 25% were single. It can be noted that majority of the respondents were already at the 30's and late 50's. Usually, at this age, a person is usually married rather than staying single.

Table 4. Highest educational attainment of the respondents (n= 20)

Indicators	Frequency	Percentage
Doctor of Science in Nursing (Diss.)	2	10.00
Master of Arts in Nursing	15	75.00
Master in Nursing	3	15.00

Moreover, majority (75%) of the clinical instructors of the College of Nursing has master's degree in the nursing discipline. Masteral degree in nursing is minimum requirement stipulated in the CHED Memorandum Order No. 14.

Table 5. Rank of the teachers (n= 20)

Indicators	Frequency	Percentage (%)
Associate Professor B	1	5.00
Senior Instructor A	1	5.00
Junior Instructor A	3	15.00
Junior Instructor B	1	5.00
Junior Instructor C	2	10.00
Unranked	12	60.00

In terms of rank, 60% were still unranked at the time of the survey. Although, a minimal figure of 15% were ranked as Junior Instructor A, while there was only 5% who reached the Associate Professor B level, another 5% were ranked as Junior Instructor A. Lastly, there were also 5% who were ranked as junior instructor.

Table 6. Years in teaching of the teacher respondents (n= 20)

Indicators	Frequency	Percentage
Less than 10 years	5	25.00
10 - 15 years	12	60.00
More than 15 years	3	15.00

Table 6 displays the data on the number of clinical instructors of the College of Nursing of the University of Cebu-Banilad. The data denotes that 60% had been in the teaching profession for the past 10-15 years. This means that majority of the teaching personnel in the Bachelor of Science in Nursing program had gained considerable and significant teaching experience after a decade or more years in the teaching job.

Table 7. Years in clinical practice of the teacher respondents (n= 20)

Indicators	Frequency	Percentage
Less than 10 years	10	50.00
10 – 15 years	6	30.00
More than 15 years	4	20.00

Lastly, half or equivalent to 50% had been in the clinical practice for less than 10 years. This means that a significant number of the clinical instructors in the College of Nursing had also been in the teaching job for more than ten years, which is enough for them to gain substantial knowledge and expertise in nursing education.

Teaching Strategy

This part shows the teaching strategies applied by the clinical instructors of the College of Nursing of the University of Cebu-Banilad.

Table 8. Brainstorming as a teaching strategy

Indicators	Mean	Interpretation
1. Actively involves learners in higher levels of learning	3.55	Highly Applied
2. Promotes peer learning and creates synergy	3.30	Highly Applied
3. Promotes critical thinking	3.60	Highly Applied
4. Helps groups each consensus	3.20	Moderately Applied
Aggregate Mean	3.41	Highly Applied

The data contained in Table 8 shows that the clinical instructors of the College of Nursing of the University of Cebu-Banilad highly applied brainstorming as a teaching strategy, as indicated by the factor average of 3.41. Specifically, their teaching strategy was geared towards promoting critical thinking. This strategy is very significant in molding the nursing students to practice and enhance their critical thinking skills since it is essential in the nursing profession especially in the actual delivery of nursing care. On the other hand, the respondents, moderately applied ($\mu=3.20$), teaching activities that would help the learners to generate group consensus. So, the clinical instructors should intensify this aspect of teaching, so that they would be able to produce nursing graduates who can fully use brainstorming in the actual practice of the nursing care.

Conceptualizing in the classroom rouses learners to openly express their thoughts and contemplations regarding this matter. As there are no wrong and right answers, the sessions give learners a stage where they can voice their musings without dread of disappointment (UNSW, 2015).

Table 9. Simulation as a teaching strategy

Indicators	Mean	Interpretation
1. Portray realistic situations	3.65	Highly Applied
2. Allows focused learning that eliminates irrelevant aspects	3.60	Highly Applied
3. Improves the likelihood of transfer of learning from the classroom to the real world	3.75	Highly Applied
4. Provides immediate feedback	3.70	Highly Applied
Aggregate Mean	3.68	Highly Applied

Table 9 shows that the clinical instructors adopted simulation as a teaching strategy. The factor average of 3.68 indicates that simulation was highly applied as teaching strategy by the clinical instructors, specifically on improving the likelihood of transmitting the classroom towards the real world scenario ($\mu=3.75$). In nursing education, simulation is one of the most effective means of teaching-learning activity since it entails on exposing the learners on the actual scenario of providing nursing care to the patients in the medical facility. The learning through simulation is very critical to the maximizing learning of the nursing students.

Simulation is a strategy for encouraging that permits or expects the students to apply hypothesis to rehearse in an integrated way. On the off chance that the reproduction exhibits more than a single occasion or parameter at once, medical attendants figure out how to recognize connections fundamental to clinical practice (Rauen, 2004).

Table 10. Demonstration as a teaching strategy

	Indicators	Mean	Interpretation
1.	Helps people who learn well by modeling others	3.75	Highly Applied
2.	Promotes self-confidence	3.85	Highly Applied
3.	Provide an opportunity for target questions and answers	3.55	Highly Applied
4.	Allows attention to be focused on specific details rather than general theories	3.65	Highly Applied
	Aggregate Mean	3.70	Highly Applied

The factor average of 3.70 indicates that the clinical instructors of UC-College of Nursing highly practiced demonstration as a teaching strategy, specifically on promoting self-confidence ($\mu=3.85$) among the learners. However, providing the students with the opportunity for target questions and answers was also highly practiced but not to the greatest extent compared to the other indicators. Demonstration is one of the most traditional means of teaching because it entails the teacher to show to the students first the concept of the subject matter based on his/her understanding and experience. This relates to the explanation of Bucao-Jacobia (n.d.) that demonstrations are practical presentations of processes/procedures/skills that are designed to illustrate theoretical principles. Demonstrations require careful sequencing, oral and visual explanations, appropriate illustrations and opportunities for students to pose questions and clarify problems

Table 11. Lectures and presentations as teaching strategy

	Indicators	Mean	Interpretation
1.	Provide new information and clarify existing information to a large heterogeneous group in a short period	3.45	Highly Applied
2.	Cover underlying concepts, principles, and system	3.55	Highly Applied
3.	Set the stage and lay the necessary groundwork and parameters for a subsequent activity	3.45	Highly Applied
4.	Stimulate learner interest in future study	3.70	Highly Applied
	Aggregate Mean	3.54	Highly Applied

The respondents highly practiced lecture or class presentation as a teaching strategy ($\mu=3.54$). Their lecture focuses more on covering the underlying concepts, principles, and system of nursing ($\mu=3.55$). This method of teaching is very important in embedding the basic knowledge related to nursing care, which serves as the primordial foundation in going to higher learning.

Hativa (2000) explained that lecture is the most comfortable and inexpensive way to transmit a large amount of knowledge to a large number of students. However, effective lecturing is much more than just communicating knowledge. It arouses interest and motivation; promotes concentration and attention; identifies and marks the most important information; and enables effective cognitive processing, storing, and information retrieval.

Table 12. Questioning as a teaching strategy

	Indicators	Mean	Interpretation
1.	Puts the burden of learning on the students and increases learner involvement	3.25	Moderately Applied
2.	Provides both learning and teaching and teaching immediate feedback	3.60	Highly Applied
3.	Guides learners to higher levels of thinking and inquiry	3.55	Highly Applied
4.	Helps students identify and build on the pre-existing knowledge	3.74	Highly Applied
	Aggregate Mean	3.54	Highly Applied

Table 12 shows that the respondents highly applied questioning as a teaching strategy as indicated by the factor average of 3.54. Thought-provoking questions of the teacher would challenge the learners to use their critical-thinking ability, which is essential in finding a solution to real-world problems. It can be noted that that would increase the learners' involvement in the learning process. So, the teacher would serve as the facilitator in the teaching-learning activity. Specifically, their usage of interrogative teaching emphasized helping the students identify and build on pre-existing knowledge ($\mu=3.74$). However, they moderately practiced on putting the burden of learning on the part of the students that would increase the learner's involvement in the teaching-learning process. This finding indicates that the clinical instructors of the College of Nursing should utilize the teaching strategy of engaging the students more in the class since this is the essence of the outcomes-based educational system.

Table 13. Self-Study as a teaching strategy

	Indicators	Mean	Interpretation
1.	Fosters independent learning skills	3.35	Highly Applied
2.	Enhances other learning experiences	3.50	Highly Applied
3.	Provides an opportunity for the learner to obtain prerequisites knowledge	3.55	Highly Applied
4.	Allows for flexible, individual schedules and self-pacing	3.50	Highly Applied
	Aggregate Mean	3.48	Highly Applied

The clinical instructors also highly applied self-study as a teaching strategy ($\mu=3.48$). Specifically, they focused on providing the learners with the opportunity to obtain prerequisite knowledge ($\mu=3.55$) since prior knowledge serves as the foundation for moving towards higher-order thinking. Although, utilizing the teaching strategy of fostering independent learning skills was highly practiced ($\mu=3.35$) as well, but it was given lesser emphasis compared to other indicators of self-study in the teaching-learning process. It is believed that the systematic engagement in the self-study of teaching is a valuable approach for teachers to better understand their teaching and student's learning (Samaras & Freese, 2006).

Table 14. Case Studies as teaching strategy

	Indicators	Mean	Interpretation
1.	Actively involves participants a stimulates peer group learning	3.55	Highly Applied
2.	Helps participants explore pre-existing knowledge and build on what they know	3.60	Highly Applied
3.	Promotes the development of critical thinking skills	3.85	Highly Applied
4.	Develop leadership, teamwork, communication and collaboration skills	3.80	Highly Applied
	Aggregate Mean	3.70	Highly Applied

Table 14 shows the that the respondents highly applied case study as a teaching strategy as specified in the factor average of 3.70, wherein more emphasis was given on promoting the development of critical thinking skills ($\mu=3.85$), while lesser emphasis was on actively involving participants in stimulating peer group learning, although this strategy was also highly practiced ($\mu=3.55$). According to Bucuo-Jacolbia (n.d.), the presentation of cases or scenarios based on the actual practice which students can discuss to explore possibilities, probabilities, and solutions. Case studies are used to develop the student's ability to solve problems using new and existing knowledge, skills, and concepts

Table 15. Collaborative learning as a teaching strategy

	Indicators	Mean	Interpretation
1.	Promote critical thinking	3.79	Highly Applied
2.	Involves students actively in the learning process	3.70	Highly Applied
3.	Models appropriate student problem-solving techniques	3.65	Highly Applied
4.	Helpful in motivating students in specific curriculum	3.60	Highly Applied
	Aggregate Mean	3.69	Highly Applied

The respondents highly applied collaborative learning ($\mu=3.69$) as a teaching strategy as shown in Table 15. The focus of this strategy was on promoting critical thinking ability of the learners ($\mu=3.79$) and providing help in motivating students in the specific curriculum.

According to Gerlach (1994), collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs.

Table 16. 4As as a teaching strategy

	Indicators	Mean	Interpretation
1.	Activate students prior knowledge	3.75	Highly Applied
2.	Acquire new knowledge	3.85	Highly Applied
3.	Apply relevant learning to real life situation	3.68	Highly Applied
4.	Assess what has been learned and what needs to be further developed	3.85	Highly Applied
	Aggregate Mean	3.78	Highly Applied

As shown in Table 16, it is exemplified that the respondents highly applied 4A's as a teaching strategy ($\mu=3.78$). While among the various teaching approached in 4As, acquiring new knowledge ($\mu=3.85$) and assessing what has been learned and what needs to be further developed was practiced to a greater extent. This means that the teachers give emphasis on the importance on being updated on the new trends in nursing practice and determining whether or not there is an aspect in the nursing care that needs further improvement, to bring the nursing education to a higher level in the pedagogical ladder.

In the 4 A's approach, the learner is actively engaged in the learning process from the activity, analysis, abstraction and to the application phase. From the activity phase, the learner is led into an in-depth analysis of his/her experiences. This analysis paves the way to the abstraction or generalization phase which in turn brings him/her o the application of what s/he learned, the real test of learning (Lucas & Corpuz, 2014).

Table 17. Cooperative learning as a teaching strategy

	Indicators	Mean	Interpretation
1.	Encourage involvement of students in higher level	3.75	Highly Applied
2.	Knowledge is obtained from the students rather than solely from the teacher	3.35	Highly Applied
3.	Foster positive attitude in the students such as cooperation, tolerance	3.75	Highly Applied
4.	Trains student to express or convey ideas	3.80	Highly Applied
	Aggregate Mean	3.66	Highly Applied

The data shown in Table 17 indicates that the clinical instructors highly applied cooperative learning as a teaching strategy, based on the factor average of 3.66. Among the various activities under cooperative, training the students to express and convey ideas was mostly practiced ($\mu=3.80$). Although, obtaining knowledge from the students rather than solely from the teacher was also highly practiced ($\mu=3.35$), but this obtained the lowest mean, which indicates that this least applied than the other concepts of cooperative learning.

In cooperative learning, it makes use of a classroom organization where the students work in groups or teams to help each other learn. Concepts from small group theory and groups' dynamics serve as the basis upon which skills in democratic procedures and collaborations are developed. This approach involved strategies and procedures that can help small groups solve their problems and acquire information through collective effort. The learning environment is characterized by strong motivation and smooth interpersonal interactions (Corpuz & Salandanan, 2013).

This section displays the data on the results of the test of the significant relationship between the profile of the respondents and their teaching strategy.

Table 18. Test of significant relationship between age of the respondents and the teaching strategies

Variable	Computed Chi-Square	df	Critical Value	Significance	Result
Age					
Brainstorming	0.045	2	5.991	Not Significant	Accept Ho
Simulation	1.217	2	5.991	Not Significant	Accept Ho
Demonstration	1.955	2	5.991	Not Significant	Accept Ho
Lectures and Presentations	0.506	2	5.991	Not Significant	Accept Ho
Questioning	3.746	2	5.991	Not Significant	Accept Ho
Self-Study	0.952	2	5.991	Not Significant	Accept Ho
Case Studies	1.217	2	5.991	Not Significant	Accept Ho
Collaborative Learning	2.820	2	5.991	Not Significant	Accept Ho
4As	1.217	2	5.991	Not Significant	Accept Ho
Cooperative Learning Strategies	1.217	2	5.991	Not Significant	Accept Ho
Gender					
Brainstorming	0.952	1	3.841	Not Significant	Accept Ho
Simulation	0.247	1	3.841	Not Significant	Accept Ho
Demonstration	0.117	1	3.841	Not Significant	Accept Ho
Lectures and Presentations	1.250	1	3.841	Not Significant	Accept Ho
Questioning	0.741	1	3.841	Not Significant	Accept Ho
Self-Study	0.556	1	3.841	Not Significant	Accept Ho
Case Studies	0.247	1	3.841	Not Significant	Accept Ho
Collaborative Learning	0.392	1	3.841	Not Significant	Accept Ho
4As	0.247	1	3.841	Not Significant	Accept Ho
Cooperative Learning Strategies	0.247	1	3.841	Not Significant	Accept Ho
Civil Status					
Brainstorming	0.884	2	5.991	Not Significant	Accept Ho
Simulation	0.952	2	5.991	Not Significant	Accept Ho
Demonstration	0.451	2	5.991	Not Significant	Accept Ho
Lectures and Presentations	4.286	2	5.991	Not Significant	Accept Ho
Questioning	1.029	2	5.991	Not Significant	Accept Ho
Self-Study	2.143	2	5.991	Not Significant	Accept Ho
Case Studies	0.952	2	5.991	Not Significant	Accept Ho
Collaborative Learning	1.513	2	5.991	Not Significant	Accept Ho
4As	0.952	2	5.991	Not Significant	Accept Ho
Cooperative Learning Strategies	0.794	2	5.991	Not Significant	Accept Ho
Highest Educational Attainment					
Brainstorming	0.952	2	5.991	Not Significant	Accept Ho
Simulation	0.741	2	5.991	Not Significant	Accept Ho
Demonstration	0.351	2	5.991	Not Significant	Accept Ho
Lectures and Presentations	1.667	2	5.991	Not Significant	Accept Ho
Questioning	0.978	2	5.991	Not Significant	Accept Ho
Self-Study	0.833	2	5.991	Not Significant	Accept Ho
Case Studies	2.222	2	5.991	Not Significant	Accept Ho
Collaborative Learning	1.176	2	5.991	Not Significant	Accept Ho
4As	0.741	2	5.991	Not Significant	Accept Ho
Cooperative Learning Strategies	0.741	2	5.991	Not Significant	Accept Ho
Rank					
Brainstorming	2.937	5	11.070	Not Significant	Accept Ho
Simulation	2.407	5	11.070	Not Significant	Accept Ho
Demonstration	5.965	5	11.070	Not Significant	Accept Ho
Lectures and Presentations	5.938	5	11.070	Not Significant	Accept Ho
Questioning	4.444	5	11.070	Not Significant	Accept Ho
Self-Study	1.771	5	11.070	Not Significant	Accept Ho
Case Studies	2.407	5	11.070	Not Significant	Accept Ho
Collaborative Learning	1.699	5	11.070	Not Significant	Accept Ho
4As	2.407	5	11.070	Not Significant	Accept Ho
Cooperative Learning Strategies	2.407	5	11.070	Not Significant	Accept Ho
Years in Teaching					
Brainstorming	0.317	2	5.991	Not Significant	Accept Ho

Simulation	0.926	2	5.991	Not Significant	Accept Ho
Demonstration	0.702	2	5.991	Not Significant	Accept Ho
Lectures and Presentations	2.083	2	5.991	Not Significant	Accept Ho
Questioning	4.444	2	5.991	Not Significant	Accept Ho
Self-Study	0.417	2	5.991	Not Significant	Accept Ho
Case Studies	1.481	2	5.991	Not Significant	Accept Ho
Collaborative Learning	0.654	2	5.991	Not Significant	Accept Ho
4As	0.926	2	5.991	Not Significant	Accept Ho
Cooperative Learning Strategies	1.481	2	5.991	Not Significant	Accept Ho
Years in Clinical Practice					
Brainstorming	1.270	2	5.991	Not Significant	Accept Ho
Simulation	0.741	2	5.991	Not Significant	Accept Ho
Demonstration	1.053	2	5.991	Not Significant	Accept Ho
Lectures and Presentations	2.917	2	5.991	Not Significant	Accept Ho
Questioning	3.200	2	5.991	Not Significant	Accept Ho
Self-Study	2.188	2	5.991	Not Significant	Accept Ho
Case Studies	1.667	2	5.991	Not Significant	Accept Ho
Collaborative Learning	0.523	2	5.991	Not Significant	Accept Ho
4As	0.741	2	5.991	Not Significant	Accept Ho
Cooperative Learning Strategies	0.741	2	5.991	Not Significant	Accept Ho

The data contained in Table 18 shows that there is no significant relationship between gender, civil status, highest educational attainment, ranks, and years of teaching of clinical instructors age with the teaching style. This data can be inferred that the personal profile of the teacher has no connection on how the teachers teach in the classroom, in the hospital exposure, or in community health nursing.

Quality instructing has turned into an issue of significance as the scene of advanced education has been confronting consistent changes. The understudy body has impressively extended and enhanced, both socially and geologically. Hence, new learners call for new educating techniques. Present day advances have entered the classroom, in this manner adjusting the idea of the cooperation amongst understudies and educators. The legislatures, the understudies, and their families, the businesses, the assets suppliers progressively request an incentive for their cash and want more proficiency through educating (Henard & Leprince-Ringuet, n.d.).

CONCLUSIONS

Therefore, it is concluded that the clinical instructors practiced myriad of teaching strategies that enables the students to maximize the acquisition and absorption of the intended learning competencies and be able to demonstrate the corresponding skills. These various teaching strategies are utilized depending on the topic or the nature of the course. So, the teacher makes use of these different teaching strategies in one semester depending on what method that would best fit towards optimizing the desired learning outcomes of the course.

TRANSLATIONAL RESEARCH

In the light of the findings, it is recommended that each course syllabus of the Bachelor of Nursing curriculum should specify the specific teaching strategy for each topic or course content to strike a balance between the intended learning outcomes and the available resources.

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Responsiveness on Equal Opportunity Provisions for Lesbian, Gay, Bisexual and Transgender (LGBT) in an Information Technology Logistics Company

RAYMOND D. MANGUMPIT

mangumpit@gmail.com
University of Cebu
Cebu City, Philippines

EDDIE E. LLAMEDO

<http://orcid.org/0000-0003-0398-1951>
eddie_llamedo@yahoo.com
University of Cebu
Cebu City, Philippines

ABSTRACT

This work showed the study of the responsiveness towards equal opportunity provisions for lesbian, gay, bisexual, and transgender in an information technology logistics company. The study employed the descriptive correlational design with 91 employees from the various departments, composed of 59 production analysts, 18 information technology personnel, 6 data management personnel, five global support personnel, and three administrative officers. They were asked to answer using a researcher-made questionnaire. The gathered data were treated using frequency, simple percentage, mean, and rank.

The findings showed that the company moderately responded to the equal opportunity provisions for LGBTs. Also, the study found out that the lack of facilities and amenities intended for LGBT were given the least priority. The aspects of personnel movement, company policies, and wage and benefits were perceived to be moderately responsive as well to the LGBT responsiveness provisions, while work schedule and career opportunities were the top priority of the company. Therefore, the company should make an inclusive environment that will draw better candidates for open positions and hold top talent longer regardless of gender preference. It is strongly recommended that organizations who wish to use their sense of duty regarding diversity should consider manners by which they can make and maintain LGBT- inclusive work environment atmospheres and encourage the security and prosperity of their LGBT workers.

Keywords—Social science, human resource management, equality, opportunity, LGBT, descriptive correlation, Cebu

INTRODUCTION

Today's workforce is increasingly diverse regarding personal characteristics such as race, ethnicity, gender, national origin, religion, gender identity, and sexual orientation. Diversity in the work environment prompted lower costs as well as higher incomes, enhanced the primary concern. As anyone would have expected, managers have thought about the monetary advantages of including lesbian, gay, bisexual, and transgender (LGBT) -supportive policies, including sexual orientation and gender identity nondiscrimination policies that employees accomplice benefits (Badgett et al., 2013).

Sexuality these days is an issue conveyed by various elucidations. Individuals started to consider why such sexual orientation needs to be of the inverse. A male individual acts and dresses like a female and some even to the extent of sex organ transplantation. On the opposite side, a female individual acts and dresses like a male and some goes similarly as sex organ transplantation and taking male hormones. Even though issues being said firmly exist and

noticeable to this time, there are as yet normal developing males and females that overpopulates the abnormal populace.

In the United States, the control of LGBT employment discrimination contrasts by jurisdiction. Various states and territories confine inclination in enlisting, promotion, work assignment, termination, and pay, and furthermore baiting in light of one's sexual orientation. Some cover government workers, anyway do not continue their protection to the separate division. Protection at the national level is restricted. There is no administration statute explicitly tending to work detachment in perspective of sexual orientation or sexual identity (Tilcsik, 2011).

In the Philippines, the representing law among employers and employees is known as the Labor Code of the Philippines, generally called Presidential Decree 442. Its principal procedure is the protection of workers. However, LGBT people in the Philippines encounter irresponsible practices that impact their work status and has been seen that there are no estimations to show the level of business-related Sexual Orientation and Gender Identity (SOGI) discrimination in the Philippines. Government offices that ought to be engaged with issues of SOGI discrimination do not give an account of LGBT discrimination. In that capacity, SOGI discrimination is a category of work environment discrimination that has not moved toward becoming the piece of standard arrangement discoursed (Ocampo, 2011).

In Cebu, the researcher observed that most (LGBT) individuals kept on facing challenges. Cases incorporate the absence of employment opportunities (Sears & Mallory, 2011), and preference while getting to therapeutic services (Winter, 2012), housing (Grant et al., 2011) and education (Burns, 2011). In different occasions, remedial assaults are submitted against lesbians (Brown, 2012), while the murdering of individuals from the LGBT community proceeds in various nations regardless of expanding calls for uniformity and opportunity from all types of discrimination and mistreatment. LGBT people encounter lost economic opportunities because of discrimination in employment. For instance, being required to wear garments of clothing as demonstrated by their sex consigned during childbirth as the condition for employing and through refusal to enlist applicants on the ground of their SOGI (UNDP - USAID, 2014).

LGBT employees have confronted an assortment of issues and difficulties in the working environment. As indicated by a few assessments revealed in a study of Day and Greene (2008), the proportion of LGBT employees to the whole workforce is in the vicinity of 3% and 12% in the USA. In the vicinity of 5% and 7% of the aggregate UK populace was LGBT (Colgan et al., 2007). In any case, the greater part of them has a tendency to stay as discreet. Therefore, LGBT people may likewise be viewed as a genuinely extensive minority gathering to have essential ramifications for work and consumer markets (Greene & Day, 2008). Second, dissimilar in the USA and the UK, just a predetermined number of entrenched balance laws and comprehensive work environment approaches have been created inside the setting of developing economies to protect excluded sexual minorities and to gain leverage given sexual orientation diversity in the work environment (Ozeren, 2014).

IT Logistics is the way toward arranging, executing, and controlling the successful and effective stream of programming, equipment and related IT administrations from the purpose of cause to the point of utilization by innovation end clients. It specializes in practical development and management of optimized IT service supply chain that lowers costs and enhances mission value for customers.

CEVA operates on giving an open and inviting work environment for everybody. They guarantee that each employee, regardless of their sexual orientation, can be completely connected with the organization and bring their 'entire selves' to work. Their customers are diverse; therefore, their workforce needs to be diverse as well. They have an LGBT network that has been set up since 2010 which attempts to contribute to the creation of a work environment where sexual orientation equality is a popular idea and where LGBT staff feel ready to contribute and partake completely. Further, it assists with the retention of skilled LGBT employees and gives the chance to distinguish what changes can be made to enhance their staff experiences and contribute to the viable equity of the CEVA work environment. Lastly, is to support people in CEVA who are uncertain of how to 'come out' or 'be out' at work or need support in their nearby working environment with troublesome issues.

The researcher wanted to confer the opportunity for the LGBT workforce to work with less discrimination and expanded transparency. The researcher trusts that through the compatibility of this research, it will support the presence of numerous positive connections between LGBT supportive policies or working environment atmospheres and results that will benefit both LGBT employees and the organization itself.

FRAMEWORK

The Theory of Stimulus-Response by Ivan Pavlov alluded to the conviction that behavior manifested because of the interplay amongst stimulus and response. Specifically, the sentence is that a subject there was a given incentive, and afterward responds to that stimulus, delivering behavior (the object of psychology's study, as a field). As it were, behavior cannot exist without an incentive or some likeness thereof, in any event from this point of view. It relates to the human element throughout the organization. At the end when employees are familiar with their roles and responsibilities, it generally sets aside them some opportunity to learn. They may discover that they have a technique to take after on day by day, week by week or month to month premise. After the time, these duties turn out to be a piece of a molded response (Vierzba, 2016).

Carl Rogers' Humanistic Approach pointed out that humanistic psychology started with the existential suppositions that phenomenology is focal and that individuals have free will. Personal agency is the humanistic term for the activity of free choice. Further, suspicion is then included where individuals are essentially great and have a natural need to improve themselves and the world. The humanistic approach accentuates the personal worth of the individual, the centrality of human values, and the inventive, and dynamic nature of people. The strategy is idealistic and centers on the important human ability to defeat hardship, torment, and gloom. Rogers' respected self-improvement and satisfaction in life as an essential human thought process. This result implies every individual, in various courses, tries to develop mentally and persistently upgrade themselves. This has been caught by the term self-actualization, which is about psychological development, satisfaction, and fulfillment throughout everyday life. Be that as it may, psychologists depict diverse methods for how self-actualization can be achieved. Fundamental to the humanistic theories of Rogers is the subjective, and conscious encounters of the person. Humanistic psychologist contended that target the truth was less vital than a man's personal recognition and comprehension of the world (McLeod, 2015).

The Veil of Ignorance by John Rawls which points in planning the original position is to portray an ascension circumstance that is fair among every one of the gatherings to the general social contract. The said hypothesis accepts that if the parties to the social contract are genuinely arranged and consider all applicable data, at that point the standards they would consent to are likewise fair. The fairness of the original agreement exchanges to the rules everybody permits to, and facilitate that whatever required laws or establishments by the standards of equity is likewise fair (Freeman, 2016).

As stated by Brosman (2013), a particular element across human social orders is the enthusiasm for justice and fairness. Individuals will at times put resources into a significant degree exorbitant conduct to accomplish fair results for themselves as well as other people. The Indonesian Psychiatric Association (IPA) classified homosexuality as a mental disorder, an imprecise label invalidated by a lot of scientific evidence unexpectedly. Although, the most recent and best scientific proof demonstrates that sexual orientation and articulations of gender identity happen frequently, and represent no risk to society in which they are accepted normal variants of human sexuality. There is no scientific proof that sexual orientation, be it heterosexual, gay or something else, is a freewill choice. After a review of scientific evidence, the American Psychiatric Association (APA) confirmed that homosexuality is not a psychological issue nor a mental disorder in 1973 and expelled it from the Diagnostic and Statistical Manual (DSM) around the same year. Since that time, the APA has held the position that there is no cool premise, scientific or something else, to oppress or rebuff LGBT individuals (Levin, 2016).

The Philippines has earned its positioning as one of a couple of gay-accommodating countries on the planet. Of the 39 nations secured by a worldwide overview, just 17 nations had larger parts that acknowledged homosexuality, with the Philippines positioning at number 10 among the 17. Notwithstanding its religiosity, the Philippines is one of the countries on the planet where the level of open acceptance of gay people is high, as per the results of the study. A review led by the US-based Pew Research Center demonstrated that 73% of grown-up Filipinos concurred with the announcement that homosexuality ought to be acknowledged by society (Tubeza, 2013).

As an individual from the United Nations, the Philippines is the signatory to various overall agreements propelling human rights. These consolidate the International Covenant on Economic, Social, and Cultural Rights (ICESCR), the International Covenant on Civil and Political Rights (ICCPR), the Convention on the Elimination of all Forms of Racial Discrimination (CERD), the Convention on the Elimination of All Forms of Discrimination

Against Women (CEDAW), the Convention Against Torture (CAT), the United Nations Convention on the Rights of the Child (UNCRC), the International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (ICRMW), and the Convention on the Rights of Persons with Disabilities (CRPD). Like this, and as communicated in the 1987 Philippine Constitution (Article 2 Section 11, and Article 3 Section 1), the Philippines has submitted itself to keeping up the pride, correspondence, and human privileges surprisingly. The Universal Declaration of Human Rights, the accompanying articles bolster the compatibility of the examination to Anti-Discrimination on LGBT.

Article 7. All are equivalent under the watchful eye of the law and are qualified with no separation for equivalent assurance of the law. All are qualified for equivalent assurance against any segregation disregarding this declaration and any affectation to such separation.

Article 18. Everyone has the privilege to an opportunity of thought, still, small voice, and religion; this privilege incorporates opportunity to change his religion or conviction, and opportunity, either alone or in network with others and broad daylight or private, to show his religion or faith in educating, practice, love, and recognition.

Article 19. Everybody has the privilege to an opportunity of conclusion and articulation; this privilege incorporates opportunity to hold feelings without impedance and to look for, get and confer data and thoughts through any media and to pay little heed to wildernesses. Furthermore

Article 23. 1. Everybody has the privilege to work, to free decision of business, to directly and good states of work and to assurance against joblessness.

2. Everybody, with no segregation, has the privilege to break even with pay for equivalent work.

3. Everybody who works has the opportunity to simply and proper compensation guaranteeing for himself and his family a presence deserving of human poise, and enhanced, if essential, by different methods for social security.

4. Everybody has the privilege to shape and to join exchange associations for the insurance of one's interests.

In the Philippines, in Article 2, Section 11 of the 1987 Philippine Constitution expresses that the State esteems the pride of each human individual and ensures full regard for human rights. Moreover, Section 1, in In Article 3, stipulates that no individual will be denied of life, freedom, or property without fair treatment of law, nor will any individual be precluded the equivalent insurance from securing the laws. There are various laws that mention about sexual orientation (i.e., Magna Carta of Women, Magna Carta for Public Social Workers) or address same-sex relations (i.e., the Anti-Rape Law of 1997 that spreads same-sex relationships in characterizing rape). Article 46 of the Family Code that became effective in 1987 notices homosexuality/lesbianism as a ground for revoking social associations, nearby liquor addiction, and drug addiction. Another law that impacts the LGBT Filipinos, the Republic Act (RA) 9262 (Anti-Violence Against Women and Their Children Act) repels violence in propose relations including those where the two parties. It delineates LGBT people unfavorably in light of the way that their sexual orientation and sex identity relates as socially unpleasant or mentally negative.

There are also legislations that professedly been used by degenerate law authorities to constrain from and harass LGBT people. These fuses the grave scandal preclusion in Article 200 of the Revised Penal Code, and in addition RA 9208 (Anti-Trafficking in Persons Act of 2003). In Metro Manila, settings like bathhouses are frequented by men who have intercourse with men (MSM). Right when strikes happen, the MSM who are at these settings are weakened with being blamed for grave scandal of the said law. Various MSM pays the shakedown asked for by law implementers and officers propelled by a suspicious dread of being outed to associates and relatives.

The shortage of integrated anti-discrimination law in the Philippines is apparent regardless of whether anti-discrimination bills (ADB) have been archived in both the Lower and Upper Houses of Congress since the 1990s. Up until this point, there are no desires to pass national unfriendly to division laws that lone attempt to guarantee LGBT people. Or maybe, the security of LGBT people from discrimination is consolidated into proposed laws against discrimination in the perspective of race, ethnicity, and religion. Government authorities are known to discourage these proposed laws in an aspect of their thought of LGBT people.

Without national enactment, a few laws in local government units (LGUs) order affirmation from discrimination given, the SOGI. Quezon City passed a law confining business related discrimination in 2003, while Anti-Discrimination Ordinances (ADOs) were passed in the urban zones of Angeles, Cebu, Bacolod, and Davao. ADOs show up an achievable advancement center for LGBT social occasions, with a significant symbolic effect anyway since

the first was requested only late in 2012 (in Cebu), it is difficult to measure useful outcomes (UNDP-USAID, 2014).

Furthermore, in the national congress, dated February 07, 2017 the Committee on Women and Gender Equality to which were referred House Bill No. 00051 introduced by representatives Emmeline Y. Aglipay-Villar, Kaka J. Bagao, and Geraldine B. Roman, known as SOGI Equality Act that the State shall exert efforts to address all forms of discrimination, marginalization, and violence by sexual orientation, gender identity or expression, and to promote human dignity (SOGIE Equality Act of 07 February 2017).

Thus, the bill reserved the prohibition on any kind of discrimination against LGBTs such as denial of access to services, employment due to LGBT membership. It also prohibits refusing the application for the professional license or other documents due to sexual orientation. LGBTs cannot even be prevented from entering the establishment, and they cannot be forced to undergo medical or psychological examination because of their sexual orientation. It is also prohibited under the SOGIE bill to harass LGBT authorities, nor should they be humiliated by anyone or even under profiling. The above bill has already passed the final reading of the equality and the rights of LGBTs.

Locally, the City of Mandaue through the 13th Sangguniang Panglungsod passed an ordinance known and cited as the "AntiDiscriminatory Ordinance for People of Diverse Sexual Orientation and Gender Identity and Expression." As per the directive, it promotes the right to quality education and economic development and protection from discrimination, abuse, and humiliation. The Mandaue City government shall allocate funds to address discrimination and stigma which composed of capacity building and education campaign, discrimination and stigma studies, and monitoring. It also gives them access to scholarships, employment or livelihood opportunities and legal representation. LGBT-supportive policies can make a working environment atmosphere where employees feel sufficiently great to reveal their sexual orientation and sex personality.

Several studies have discovered that LGBT individuals will probably unveil their sexual orientation when their employer has an LGBT-inclusive non-discrimination policy or a domestic partner benefits policy. One of these examinations likewise found that having a partner who was secured by an LGBT non-discrimination policy improved the probability of a worker himself or herself being out in the working environment (Rostosky & Riggle, 2002).

Consequently, the present course of action of studies and approaches displays that LGBT-supportive policies and workplace climates associated with more occupation obligation, improved workplace associations, extended business satisfaction, and upgraded prosperity comes about among LGBT employees. Besides, LGBT-supportive policies and workplace climates are furthermore associated with less mistreatment LGBT employees and more responsiveness about being LGBT. Less discrimination yet rather more responsiveness, along these lines, are also associated with more noteworthy occupation responsibility, enhanced working environment connections, expanded occupation fulfillment, improved well-being results, and expanded efficiency among LGBT employees.

The Permanent Representative of the Philippines to the UN did not support the June 2011 Joint Statement at the UN Human Rights Council requesting that States end violence, criminal approves and related human rights encroachment in light of SOGI; and the Joint Statement and the December 2010 UN General Assembly goals that included confirmation for LGBT people from extrajudicial executions and other unlawful killings in perspective of sexual introduction. This is confirmed that LGBT individuals are not generally upheld by the State (UNDP, USAID, 2014).

Privately owned businesses and associations express their organization right in contracting and perceiving who can and cannot enter their premises which a portion of the time abuse LGBTs. Organizing an Anti-Discrimination Law will attest and actualize the proportional utilization of existing laws that protected the human privileges of the people who stand up to human rights their SOGI and will address the exception by which they are discriminated. LGBT privileges are the exclusive rights advantage or immunity granted or available only to a particular person or a group of people such as cross-dressing, gender expression, anti-discrimination laws in employment, housing, education, public accommodations, etc., anti-bullying legislation to protect LGBT children in school, bathroom bills affecting access to desegregated facilities by transgender people, access to assisted reproductive technology and the likes (Jordans, 2011).

According to Clepensi (2013), perceived fairness of employee rewards (or the lack thereof) is often at the root of why employees leave organizations. The idea of justice also determines if an employee will make an extra effort to reach organizational goals or even the

objectives of his or her job. For these reasons, it is vital for organizations to ensure that their employee rewards are rooted in principles of fairness (Paujana, 2015).

In this study, there are specific categories designed to give concrete information about equal opportunity provisions for LGBT in the office which will illuminate any areas that require improvement. Company policies and procedures set up the guidelines of conduct inside an organization, sketching out the duties of both workers and employers. Contingent upon the requirements of the organization, various policies, and systems set up rules concerning employee conduct, attendance, dress code, privacy and other areas related to the terms and conditions of employment (Scott, 2018).

Facilities and amenities are things provided for the wellbeing, security, welfare, and personal hygiene of employees. They incorporate toilets, shelter, seating, lounge areas, change rooms, drinking water, individual stockpiling and washing facilities. They additionally include work environment facilities, for example, workspace, temperature, and air quality, lighting and flooring.

Work routine joins the days and times that representative depends upon work. By and large, this will be a set number of days and hours. The "8-5" plan is the most widely recognized work schedule, expecting representatives to work Monday through Friday, from 9 am to 5 pm. Nonetheless, numerous occupations contrast somewhat in their calendars like shift work plans happen when an organization divides the day into shifts and allocates employees to work set time frames. Flexible work schedule enables employees to change their arrival and departure, and sometimes even the days that they work.

Additionally, there is full-time schedules and part-time workers also. Career opportunities defined as employees' perceptions of the degree to which work assignments and job opportunities that match their career interests and goals are available within their current organization. Personnel movement is a movement of an employee to another job in a higher/lower job classification (promotion or demotion) and will result in a title change and differ in the salary range.

Lastly, the wage and benefit which describes the cash rewards paid to employees in exchange for the services they provide. It may include base salary, incentives, and commission. Add up to remuneration incorporates money compensates and also some other organization benefits which may covers anything a representative gets other than money wages, for example, family and restorative leave.

OBJECTIVES OF THE STUDY

This study determines the responsiveness on equal opportunity provisions for Lesbian, Gay, Bisexual, and Transgender (LGBT) of an Information Technology (IT) logistics company.

RESEARCH METHODOLOGY

This study utilized the descriptive-correlational design of research using a researcher-made questionnaire to gather data on the level of responsiveness on equal opportunity provisions for LGBT by the employer

The locale of the study was at the IT Logistics company situated in Mandaue City, Cebu, Philippines. It is a very urbanized city in the district of Central Visayas (Region VII). It is one of the three very urbanized cities on Cebu island and structures a piece of the Cebu Metropolitan territory. The respondents of this study were the 91 employees, consisted of diverse workers from various departments; 59 production analysts, 18 IT personnel, 6 data management personnel, 5 global support personnel, and 3 administrative officers. They are selected using purposive sampling technique.

This study utilized a researcher-made questionnaire as the primary device to gather data and information necessary to answer the problem. The researcher-made questionnaire consists of two parts. The first part 1 pertains the respondent's profile, which includes the age, gender, civil status, and highest educational attainment, and length of service in the current company. The second part refers to the level of responsiveness on equal opportunity provisions for LGBT in an IT logistics company, which includes: company policies, facilities and amenities, work schedule, career opportunities, personnel movement, and wage and benefit.

The distribution of the research instrument was personally done by the researcher to guarantee strict compliance with the directions provided in the device. There was a proper

keeping, storage, and disposal of confidential information of individuals. It was then tallied by the researcher and tabulated for analysis and interpretation.

The following statistical analysis were applied such as: frequency count and simple percentage to present the profile of the respondents; weighted mean to interpret the data on the level of responsiveness on equal opportunity provisions; Chi-square Tests of Independence was used to determine the relationship between the respondents' profile and their perceived level of responsiveness on equal opportunity provisions.

RESULTS AND DISCUSSIONS

This entire chapter mainly dealt with the presentation of data in written and tabular forms, analysis of the data above using different techniques and interpretation of the factual figures by providing implications.

Table 1 presents the profile of the respondents includes age, gender, civil status, highest educational attainment, and length of service in the current company.

Table 1. Profile of the respondents

Indicators	Frequency	Percentage
Age (in years)		
22 -28	66	72.53
29 - 35	17	18.68
36 - 42	5	5.49
43 - 50	3	3.30
Mean: 27.956		
St Dev: 5.125		
Gender	41	45.05
Female		
Male	39	42.86
LGBT	11	12.09
Civil Status		
Married	17	18.68
Single	73	80.22
Separated	1	1.10
Highest Educational Attainment		
Masters Graduate		
	2	2.20
Masters Level	6	6.59
College Graduate	83	91.21
Length of Service		
1 - 6 months	2	2.20
7 months – 1 year	9	9.89
1 - 3 years	32	35.16
More than 3 years	48	52.75

Table 1 showed that mos of the participants were within 22-28 years old (72.53%). This age aggregate is the most youthful and thought to be the most dynamic in the grown-up stage (young adults). More often than not, individuals at this age are at their pinnacle. Because they are generally healthy, young adults tended to be focused and are seen being more likely to learn new skills, more innovative and more technologically capable. Age group within 43-50 has the lowest number of participants (3.30%). Tidwell (2014) opined that older workers conveyed an abundance of advantages to the work environment. They had an excellent, hard-working attitude, can-do disposition, solid dependability, and a supply of information, also a low rate of truancy and risk-taking conduct.

There were only a few older employees due to the nature of work wherein information technology logistics is a critical and techy job that needs essential motivation and abilities expected to hold onto things, for example, e-learning. The gender drifts for the most part towards the female participants (45.05%). Cook and Glass (2016) said that the bigger the extent of females who are working and the more noteworthy their impact with directors on other boards, the more a firm was to embrace the LGBT-friendly policies (e.g., sexual orientation non-discrimination policy; gender identity nondiscrimination policy; and domestic

partner benefits). Drawing once more upon social role theory, females on the board seem more inclined to promote diversity, inclusion, and equity, and their presence and influence, therefore, drives the progress of policy adoption.

In another hand, the slightest number of respondents were LGBT consisting of 12.09%. Stone (2017) said that lesbian, gay, bisexual and transgender role models help to draw in top talents in the business. They exhibit to take diversity seriously. Genuine role models challenge conventional perceptions, produce more grounded customer connections and convey elective points of view to decision-making. Palpable role models help demonstrate the path for others. It is substantially harder to be what you cannot see. If there are no out lesbian, gay, bisexual or transgender role models at work, by what means can other gay individuals make sure they will have the capacity to progress. Unmistakable role models exhibit organizational credibility around diversity. Single participants account for 80.22%. Only workers often feel they are getting the short end of the stick when it comes to assignments, overtime, benefits, and support. Singles of all ages thought they were expected to work more hours than their co-workers who were married with kids. Young singles felt their time was not respected and that work interfered with finding time to date and find a partner (Welsh, 2013).

With regards to the least number, those who were separated accounted to only 1.10%. Any occasion, like partition or separation, can rationally exasperate the employees, and it may not be feasible for them to focus around the work resulting to such conduct diminished his/her performance at work. However, this behavior may not be true to all people because every person have different coping strategies.

In addition, a good number of respondents were college graduates, comprising of 91.21%. It is also important to take note that there were only two (2) master's degree holders, comprising of 2.20%. According to (Fuller, 2017) college educated employees are smarter, more productive, and more engaged than workers without a degree. With a bachelor's degree during the 1980s, one could anchor a passage level position as an affirmations guide, scholarly counsel, or understudy administrations facilitator. By the 2000s, candidates for these equivalent section level positions were not by any means considered except if they held a graduate degree. While maintaining an advanced education is not a certification of ultimate achievement, it inevitably opens numerous more entryways for business with a bachelor's degree during the 1980s, one could anchor a passage level position as an affirmations guide, scholarly counsel, or understudy administrations facilitator. By the 2000s, candidates for these equivalent section level positions were not by any means considered except if they held a graduate degree. While having an advanced education is not a certification of ultimate achievement, it inevitably opens numerous more entryways for business Martin, (2012).

Further, the data show that a majority of the respondents had been in the service for a significant, extensive stretch of time. Most (52.75%) of the employees were working for more than 3 years. It is quite notable that most employees are stable and are satisfied with the benefits, privileges, and opportunities provided by the company. In the result of the new survey by the American Psychological Association, it shows that the top reasons wherein Americans give for not leaving their current job were they enjoy the work they do, and it fits well with the other areas of their lives (Belsky, 2012).

On the other hand, only 2.20% of the respondents had worked for 1-6 months. These are the probationary employees who were frequently recorded as potential to wind up full-time. Individuals in this period build great impression and positive attitudes. Passing on this commitment may mean giving careful consideration to detail, taking keen notes, listening deliberately, tolerating difficult travel calendars or performing undertakings he/she would not ordinarily do, for example, documenting.

This part presents the data of the level of responsiveness on equal opportunity provisions for LGBT as perceived by the respondents.

As displayed in Table 2, the level of responsiveness on equal opportunity provisions for LGBT as to company policy had an aggregate mean of 2.93, which denotes that the company was moderately responsive to the LGBT opportunities. Office policy is utilized to acquaint new workers with the organization and also set up, desires between the business and employees. The employee policy manual educates the workers of company policies, values, norms of business conduct, and benefits.

Table 2. Responsiveness on equal opportunity provisions for LGBT in the company policies

Indicators	Mean	Interpretation
1. The company increases the ability to recruit and retain qualified employees and can improve the productivity and satisfaction of employees.	3.59	Highly Responsive
2. The company works with existing government projects to include LGBT people, for example, the inclusion of SOGI issues in poverty-reduction discussions (e.g. DSWD) at the national level.	2.46	Less Responsive
3. The company supports the LGBT people in the workplace, including psychosocial support, health and education.	2.95	Moderately Responsive
4. The company boosts morale and employee relations by responding favorably to requests from LGBT employees.	2.84	Moderately Responsive
5. The company endeavors to assess the existing opportunities whether they are relevant to address the LGBT needs.	2.8	Moderately Responsive
Aggregate Mean	2.93	Moderately Responsive

A good policy manual establishes trust, counteracts mistaken assumptions, and clears up desires. Under various state laws, and some administration laws, certain organizations, were required to build up and keep up hostile to separation or against badgering arrangements to ensure their workers. Regardless of whether not particularly required by law, it is a quick thought for any business to have these policies set up. There is a requirement for each organization to ensure that employees and paid staff realize that discrimination is not satisfactory. All workers and volunteers ought to be dealt with in a nondiscriminatory way, especially in recruitment, training, supervision, recognition, and reward.

The weighted mean of 3.59 indicates that the company expressed their high response in their ability to recruit employees and retain top talents that could improve the productivity and satisfaction of employees. Usually, the organization hire and holds qualified workers regardless of sexual personality and identity.

In Table 2 the lowest mean of 2.46, denotes that the company was less responsive on the provisions of the company works with existing government ventures to incorporate LGBT individuals. The Department of Social Welfare and Development (DSWD) recently released a memo on Fostering a Gender-Inclusive Workplace addressed to all agencies to be aware of sex rights and issues and guarantee that as regarded in the working environment. The legislature assumes a crucial part in urging organizations to act morally, both by support and compulsion, as it is unacceptable that all organizations will carry on ethically without implementation of regulations. Even though the government assumes a critical part in ensuring that business work in a moral issue, at last, the obligation to do as such lies with the business. It would be inconceivable for the government to supervise all tasks to such a degree, to the point that they could compel all organizations to carry on morally. Such strict supervision would undoubtedly antagonistically influence the smooth workings in the market. Government organizations hold the obligation to advance morals however much as could reasonably be expected without unduly confining businesses (Breslin, n.d.).

Table 3. Responsiveness on equal opportunity provisions for LGBT in the aspect of facilities and amenities

Indicators	Mean	Interpretation
1. The company allows anyone to access facilities and spaces, which align with their gender identity.	3.27	Highly Responsive
2. The company implements gender neutral or unisex toilets and changing areas.	2.12	Less Responsive
3. The company provides a locker room that corresponds to their gender identity in which any employee who has a need or desire for increased privacy, regardless of the underlying reason could accommodate.	2.23	Less Responsive

4. The company restricts employees' clothing or appearance based on gender. Transgender and gender non-conforming employees have the right to comply with company dress codes in a manner consistent with their gender identity or gender expression.	2.42	Less Responsive
5. The company denies access to events and groups that are gender specific.	2.06	Less Responsive
Aggregate Mean	2.42	Less Responsive

As reflected in Table 3, the level of responsiveness on equal opportunity provisions for LGBT as to facilities and amenities yields a weighted mean of 2.42, which indicates that the organization was less responsive in providing facilities and amenities. Further, the company was not able to cater to the needs of gender privacy by providing personal locker rooms and gender-neutral restrooms.

Facilities and amenities are things provided for the health, safety, welfare and personal hygiene needs of employees. Conceivably, the highest weighted mean of 3.27 demonstrates that the organization was highly responsive in the idea of giving and supporting the LGBT opportunities in the workplace regarding accessibility to facilities and spaces. The company allows anyone to access facilities and areas, relating to their gender identity. The least weighted mean of 2.06 indicates that the organization was less responsive to LGBT opportunities and commitment to push and force non-discrimination strategies in working environment. The organization denies access to occasions and gatherings that are sex particular which relates to a few times where special sex gathering is taking an interest like the LGBT Pride Month. This celebration commends the LGBTs.

Trans individuals felt awkwardness to access in spaces, facilities, occasions and groups that are gender specific. This result can especially influence trans getting to 'women and men-only' spaces. Reasons are given for this rejection incorporate a conviction that trans individual is not genuine ladies and men, and a worry that different individuals from a group would feel awkward with the presence of someone that they perceived to be a man or a woman.

Table 4. Responsiveness on equal opportunity provisions for LGBT as to work schedule

Indicators	Mean	Interpretation
1. The company allows workers to take time off in a wide range of specific circumstances arising from non-work-related events- bereavement, domestic emergencies, and illness of children or dependents (etc) which must also be offered to lesbian, gay or bisexual workers in analogous situations.	3.25	Highly Responsive
2. The company encourages and motivates employees to join and participate in any events and happenings set by the company without gender preference.	3.53	Highly Responsive
3. The company gives equal treatment to all employees regardless of gender preferences in pertaining to application of leaves and time offs.	3.56	Highly Responsive
4. The company supports flexibility to work and non-work interest for example, caring responsibilities, study, sporting, interest, etc.	3.14	Moderately Responsive
5. The company values differences in people by supporting on flexible work practice and discusses flexible working options.	3.21	Moderately Responsive
Aggregate Mean	3.34	Highly Responsive

In Table 4, the level of responsiveness on equal opportunity provisions for LGBT as to work schedule records an aggregate mean of 3.34, which denotes that the company was highly

responsive on LGBTs equal opportunities related to work plan. This outcome implies that the company is positively committed on its extra level of commitment for the best outcomes and satisfaction goals among all employees regarding the work schedule. Scheduling staff creates an order in the flow of the business. Everyone knows when they were supposed to work, which allows them to focus on their job.

Further, the highest weighted mean of 3.56 indicates that the organization was highly responsive and reasonable in dispensing the benefits in arranged vacation leaves and time offs. The management characterized the standards of the organization with regards to when employees can require significant time off and how much ahead of time they have to ask for an excursion regardless of gender. The organization likewise permit shift trades which enable staff to have time off so they can arrange somebody to cover their day of work by swapping with other staff members. Once in a while, employees had filed emergency leaves.

In addition the lowest weighted mean of 3.14 denotes that the organization was less responsive on the support to work and non-work interest. The organization imposed regulations on critical days where most occasions (before, after, actual holiday) employees were not permitted to take time offs, and that is the only spare time to do their interests. With flexible work routines, employees encounter adaptability to address family issues, individual commitments, and life duties advantageously. In this situation, employees will have the opportunity to observe religious beliefs on essential holidays and attend other occasions.

Legitimate planning guarantees the important assignments are secured at proper occasions. It enables the supervisor to decide how well the function completes and by whom. He could collaborate laborers of equivalent quality, or put a predominant specialist with a weaker one. Everything relies upon the organization's destinations and be adaptable when discovering what days' staff individuals might want to be off ahead of time if representatives need to deal with ends of the week. A few representatives might need to be off on a specific day to watch huge occasions. Set an approach so representatives must give a specific measure of notification ahead of time for time off, for example, vacations.

It filled in as an inspiration to the employees with the end goal to work better when they are asked to take the vacation and use most of their allotted get-away time as it will give unwinding and drive to play out their undertaking great.

Table 5. Responsiveness on equal opportunity provisions for LGBT in the aspec of career opportunities

Indicators	Mean	Interpretation
1. The company values corporate social responsibility within their organization as well as wanting to attract the best candidates regardless of their sexual orientation.	3.44	Highly Responsive
2. The company engages equality to work assignments and job opportunities that match the career interests and goals that are available within organization.	3.49	Highly Responsive
3. The company administers non-discrimination recruitment and selection of newly hired employees.	3.56	Highly Responsive
4. The company fosters fairness among all employees regardless of any gender in assigning of wages and granting of benefits among the employees.	3.54	Highly Responsive
5. The company offers employees opportunities for growth at work, and watches the employee engagement and retention growth, too.	3.35	Highly Responsive
Aggregate Mean	3.48	Highly Responsive

As illustrated in Table 5, the level of responsiveness on equal opportunity provisions for LGBT as to career opportunities obtained an aggregate mean of 3.48, which means that the company was highly responsive on the idea to support LGBT relating to career prospects.

Career opportunities for employees are the employees' perceptions of organizational support for development. Vocation advancement gives representatives something to anticipate. It likewise nourishes the motivation to learn and develop, throughout everyday life and at work. This will fulfill them feel to work. Because each employee's career goals and interests may differ, individuals in the same organization may hold very different perceptions of the career opportunities that the organization offers them (Kraimer et al., 2011).

The highest weighted mean of 3.56 denotes that the company was highly responsive in managing nondiscrimination recruitment and selection of newly hired employees. Diversity took a greater and more inspirational viewpoint. The organization guaranteed that discrimination and stereotyping did not influence the recruitment and selection process. This constructive way to deal diversity enables the human resource department to choose the most ideally equipped individual for the activity given legitimacy alone and free from inclination on the grounds of factors like the gender that was not pertinent to the individual's capacity to carry out the job.

The lowest weighted mean of 3.35 indicates that the company was less responsive in offering opportunities for the employees for growth at work as well as engagement and retention. The human desire for development is showed most in the domain of career. Considered that employees spent about a third of their grown-up lives at work, the employer had a considerable impact on their satisfaction. The organization was less focused on career advancements like financial growth or expanded wage, career growth or professional development. The company lacks motivation for growth at work, employee commitment, and retention. As the apparent growth and development opportunities increment, so will the employee engagement.

Table 6. Responsiveness on equal opportunity provisions for LGBT as to personnel movement

Indicators	Mean	Interpretation
1. The company opens the door for promotion as anyone else with their abilities and experiences and on their sexual preferences.	3.45	Highly Responsive
2. The company restricts chances for promotion due to outside responsibility and participation to certain organizations or union, for example, the inclusion of LADLAD Partylist.	2.03	Less Responsive
3. The company allows the employee to be successful in a role more conducive with the knowledge, skills, abilities and personalities he or she has by effectively managing the risks and preparing for all contingencies without discrimination.	3.43	Highly Responsive
4. The company challenges to provide alternative career paths for all qualified employees who deserve the benefits and recognition provided by a promotion not considering the sexual preferences.	3.11	Moderately Responsive
5. The company implements training courses to improve competitiveness, morale, self-openness profitability, customer satisfaction, market share, company reputation and profile to all employee regardless of sexual orientation.	2.74	Moderately Responsive
Aggregate Mean	2.95	Moderately Responsive

In Table 6, the level of responsiveness on equal opportunity provisions for LGBT as to personnel movement got an aggregate mean of 2.95, which implies that the company was moderately responsive in terms of considering equal treatment of LGBT from one position to the other. Personnel movement is the shift of employee to another job position through an approved personnel requisition, might or might not have the same salary range and may involve a salary increase. This may result in a title change. It could be a promotion which is the movement to another job in a higher job classification and will result in a title change (Perillo , 2014).

The highest mean of 3.45 indicates that the company was highly responsive in opening the entryways for promotion as anyone else with their capacities and experiences and not on their sexual preferences. Promotions belong under the heading of terms and condition of employment which were secured by government and state employment and nondiscrimination laws. In that capacity, the company's promotion hones took after the Department of Labor and Employment's uniform rules on selection guidelines. The organization had crafted a stable promotion policy which incorporates neutral selection criteria that do not make obstructions to ensure classifications and advances transparency in providing that employees know about the promotion process. The company's objective is to create an environment where promotions are fair, and those employees who are hoping for promotion feel that they have career paths to take after.

The least weighted mean of 2.03 denotes that the company was less responsive, plainly demonstrated that the company does not confine anybody on odds of advancement due to outside obligation and support to specific associations or union. It exposed that the company contempt discrimination and generalizations of such inclusivity of each person in a specific association or gathering outside the company as long as it does not affect his/her duties and responsibilities in the working environment. As perceived by LGBT workers, they were more inclined as to vertical career movement since they are believed to be more talented and dynamic inside and outside the company. The company put aside such mindset in everything considered that it would not be a burden for both sides as well as the third party. Promotions, temporary assignments, and planned efforts to transfer best practices are some of the myriad reasons why employees increasingly move within and across contemporary organizations (Fahrenkopf & Argote, 2015).

Table 7. Responsiveness on equal opportunity provisions for LGBT as to wage and benefits

Indicators		Mean	Interpretation
1.	The company has a standard salary schedule in all po	3.44	Highly Responsive
2.	The company abides on The Equal Pay Act, which prohibits employers from basing compensation on an employee's gender.	3.56	Highly Responsive
3.	The company drives a compensation plan's salary increase wherein employees receive annual raises based not on their gender preferences but on their performance ranking and ratings.	2.93	Moderately Responsive
4.	The company recognizes all employees regardless of any gender to all intangible benefits which includes appreciation from a boss, likelihood for promotion, nice office, etc.	2.93	Moderately Responsive
5.	The company rewards any employees without gender discrimination based on attainment of performance-based goals (individual and/or team).	3.18	Moderately Responsive
Aggregate Mean		3.21	Moderately Responsive

As seen in Table 7, the company's level of responsiveness on equal opportunity provisions for LGBT as to wage and benefits obtained an aggregate mean of 3.21, which infers that the organization was moderately responsive in term of considering equal treatment of LGBT in all forms of monetary value and intangible benefits. One of the essential parts of a vocation for most specialists is compensation. Wages enable specialists to bring home the bacon from their work. They likewise give motivations to be gainful and faithful to a business. In a more extensive sense, the wages laborers procure fuel the economy. Wages are an imperative instrument for holding laborers. Low wages will get a good deal on finance, yet a more focused wage will give laborers fewer motivations to leave for an occupation somewhere else. Wages give a method for remuneration, for example, when a business gives a raise dependent on an execution assessment or issues an execution reward. Representatives who win a sensible wage will probably feel esteemed by a business, which implies that wages likewise add to working environment (Hartman, 2017).

The highest weighted mean of 3.56 indicates that the company was highly responsive on the area of the alignment of the company's compensation plan in compliance with The Equal Pay Act, which prohibits employers from constructing remuneration in light of an employee's sexual orientation. Pay is one of the key components influencing motivation and rapport at work. The company believed that providing equal pay for men, women and even LGBT doing equal work was not only a legal requirement; it is also an important step on the path towards a fairer workplace. So, the company created pay courses of action that are appropriate for the organization, but reward all employees fairly by giving equal pay for equal work. Reasonable and non-discriminatory pay frameworks were the statutory prerequisite and great management practice. By tackling unequal pay, the company can expand proficiency and profitability, as it will pull in the best employees, decrease staff turnover, increment responsibility, and lessen absenteeism.

The weighted mean of 2.93 implies that the company was less responsive on the area of compensation plan's salary increase, wherein workers get yearly raises not in light of their sexual orientation but rather on their performance ranking and appraisals and perceiving all employees paying little heed to any gender to every single intangible benefits which

incorporates appreciation from a supervisor probability for promotion, nice office, and so forth. To viably spur organization modestly utilized an arrangement of tools that fuses salary increase while placing added emphasis on nonmonetary rewards. While giving incentives, bonuses, or the chance to build compensation through piecework pay, it additionally found changes that enhance morale, for example, such as leading by example, treating all workers fairly, and giving a compassionate workplace where workers' needs are respected. For instance, providing training and opportunities to advancement propels workers to increase productivity while increasing their sense of worth to the company. Open communication, impartiality, security, and remuneration aimed for effective cooperation likewise supplement a balanced administrative style that energizes both fidelity and higher efficiency.

High wages are imperative, however so are significant advantages. Advantages are not only attractive to representatives. They can enhance the business. Including advantages can expand reliability, center and profitability, participation, and enlisting (DeWitt, 2017).

In Table 8, the areas where the company was highly responsive were career opportunities and work schedule. On career opportunities, this implies that the LGBT employees observed the assignments and openings for work that matched their professional advantages and goals which are accessible in the company. These objectives could include advancement and upward versatility along with a vertical vocation track. The company offered career progression opportunities that influenced them to feel like they are developing with the organization and gives a sense of purpose, which thus encourages loyalty.

The respondents believed that the company utilized maximum productivity or highly responsive in the aspect of observing proper scheduling of work. Work schedule is vital to efficiently work. The company drew up work schedule that intends to lessen work cost and get the most extreme measure of work achieved in the distributed time. Each employee worked under a prearranged rule of time, where they can organize the work that needs to be finished. Ultimately, work schedule is indispensable as it keeps the stress levels to a minimum. It is probable for the company to make work schedule that can help place things in a particular time period and enable the employees to leave their work at the workplace.

The company was perceived to be less responsive to facilities and amenities as indicated by the weighted mean of 2.42. The law necessitates that businesses must, so far as is sensibly practicable, give sufficient offices to the welfare of representatives at any work environment under their administration and control. Nonetheless, before they can provide adequate luxuries and offices, bosses need to recognize and evaluate the necessities and prerequisites of their worker's third restroom and gender-neutral toilet is one of the most widespread social issues today. Employees shall have access to the toilet and locker room that correspond to their gender identity. Any employee who has a need or desire for increased privacy, regardless of the underlying reason, will be provided access to a single-stall or third restrooms, when available and to keep their status confidential.

The workplace was not really about work, as keeping healthy and having a lifestyle at the same time is equally as vital. This data will guarantee our life span both with our well-being and furthermore loyalty with employers.

Table 8. Results on the test of significant relationship between profile of the respondents and the responsiveness on equal opportunity for LGBT

Variable	Computed Chi-Square	df	Critical Value	Significance	Result
A. Age					
Company Policies	15.479	9	16.919	Not Significant	Accept Ho
Facilities and Amenities	12.518	9	16.919	Not Significant	Accept Ho
Work Schedule	4.257	9	16.919	Not Significant	Accept Ho
Career Opportunities	7.204	6	12.592	Not Significant	Accept Ho
Personnel Movement	15.010	6	12.592	Significant	Reject Ho
Wage and Benefit	5.178	9	16.919	Not Significant	Accept Ho
B. Gender					
Company Policies	18.584	6	12.592	Significant	Reject Ho
Facilities and Amenities	3.782	6	12.592	Not Significant	Accept Ho
Work Schedule	6.266	6	12.592	Not Significant	Accept Ho
Career Opportunities	3.690	4	9.488	Not Significant	Accept Ho

Personnel Movement	14.229	4	9.488	Significant	Reject Ho
Wage and Benefit	8.699	6	12.592	Not Significant	Accept Ho
C.Civil Status					
Company Policies	6.533	6	12.592	Not Significant	Accept Ho
Facilities and Amenities	8.958	6	12.592	Not Significant	Accept Ho
Work Schedule	12.722	6	12.592	Significant	Reject Ho
Career Opportunities	5.095	4	9.488	Not Significant	Accept Ho
Personnel Movement	4.483	4	9.488	Not Significant	Accept Ho
Wage and Benefit	11.623	6	12.592	Not Significant	Accept Ho
D.Educational Attainment					
Company Policies	9.867	6	12.592	Not Significant	Accept Ho
Facilities and Amenities	2.572	6	12.592	Not Significant	Accept Ho
Work Schedule	13.791	6	12.592	Significant	Reject Ho
Career Opportunities	14.003	4	9.488	Significant	Reject Ho
Personnel Movement	1.482	4	9.488	Not Significant	Accept Ho
Wage and Benefit	26.539	6	12.592	Significant	Reject Ho
E.Length of Service					
Company Policies	11.180	9	16.919	Not Significant	Accept Ho
Facilities and Amenities	8.713	9	16.919	Not Significant	Accept Ho
Work Schedule	15.458	9	16.919	Not Significant	Accept Ho
Career Opportunities	2.582	6	12.592	Not Significant	Accept Ho
Personnel Movement	1.452	16	12.592	Not Significant	Accept Ho
Wage and Benefit	10.209	9	16.919	Not Significant	Accept Ho

Table 8 shows that there is a significant relationship between the respondents' age and their responses on the company's responsiveness on equal opportunity provisions for LGBT on personnel movement. More established adults in the company were esteemed as they had adequate learning, abilities, and capacities to deal with decision-making jobs. Essentially, as the changing world of industry develops, information technology logistics can be categorized as a critical task which needs technological aptitudes and current learning in the industry to adapt up to the necessities of the clients. The vast majority of the respondents were the young adults where they perceived that there is potential in transferring from one position to the other in light of the fact that a large portion of the employees were competitive and insightful on their assigned areas of responsibility. Annually, most of the employees got their promotion as junior auditors and tariff specialist.

Additionally, there is a significant relationship between respondents' sex and their perception on the company's responsiveness on equal opportunity provisions for LGBT in terms of company policies since it is just and reasonable that through equality of opportunity and treatment at work among men, women, and the third sex (LGBT), this promotes good business and better performance. The respondents observed that equality at work among all genders implies proactively conceivable sex-related barriers at all levels, the development by work outline, institutional policies, conventional methodologies or even simple absence of mindfulness.

Moreover, there is a significant relationship between the respondents' gender and their perception on the company's responsiveness on equal opportunity provisions for LGBT in terms of personnel movement. Similarly, gifted and qualified workers paying little mind to gender with similar perceptible attributes have similar odds of accepting a promotion or, all the more for the most part, of propelling their careers. LGBT employees in the company were more inclined to the vertical movement because they were believed to be skillful, participative and dynamic and seen frequently during holidays and overtime to work. Perhaps it cannot be denied that there were gender gaps among workers in relating to the promotion. Mostly men were apt to advancement as they had the personality and ability to act quickly most especially in manipulating data logistics and software functioning. As perceived by the respondents, female employees nowadays were called as empowered women as they can likewise perform job intended for males.

Likewise, there is a significant relationship between the respondents' civil status and their perception on the company's responsiveness on equal opportunity provisions for LGBT regarding work schedule since most of the LGBT employees were single, childless workers who were candidly untethered and monetarily untroubled. This implies that they should be allowed to stay late, travel on weekends, and appear on holidays. Most of the respondents were single employees who perceived that they should not be saddled with additional hours since they are single— they had more significant credits to offer the managers. While married employees in the company had the adaptability to change outlook rapidly. Single employees stay longer and go up against more earnest work. It was hard for supervisors to consider singles being loyal because there is nothing on keeping them from leaving tomorrow and causing the company another high staffing effort.

Education was customarily great insurance against unemployment and for remaining engaged in difficult economic circumstances. Further, there is a significant relationship between the the respondents' educational attainment and their perception on the company's responsiveness on equal opportunity provisions for LGBT regarding work schedule. Highly educated employees in the company were inclined to higher positions like managers and supervisors. More often, profoundly educated staff were the front-runners in the workplace where they are entrusted to perform tasks which are more pertinent and precarious in some cases. They are obliged to come in ahead of schedule to create work flow and come out late to submit reports to their supervisors. Because of their hard work and determination, they could have longer times in the workplace performing administrative undertakings and less time offs on getaways and occasions.

Also, there is a significant relationship between the respondents' educational attainment and their perception of the company's responsiveness on equal opportunity provisions for LGBT regarding carrier opportunities. Incredibly taught workers like post advanced education holders and graduates with high regards from grand schools and universities were simply more routinely hoisted to higher positions like creation reviewers, levy filer authority and even sea supervisors paying little heed to sex personality since it was seen that these people were the most engaged with proficient learning and encounter to do such basic leadership employments. Most of the top management personnel were college degree holders, and some graduated with high honors. This is primarily because employees with high educational attainment mostly prompt more prominent work interest and higher employment rates.

Lastly, there is a significant relationship the respondents' between educational attainment and perception of the company's responsiveness on equal opportunity provisions for LGBT regarding wage and benefit. Most of the respondents were college degree holders, as it was believed that having a good educational background will implore high paying jobs. Employees with at least master's degree units in the company were also more likely to move up and less likely to rely on public assistance. High paying jobs like information technology logistics need adequate knowledge and exceptional skills to perform analytical and techy jobs. Thus, the company believed that education could prompt long-term financial success and higher general profit over the life of a career. Generally speaking, the more particular the education, the higher the earnings.

CONCLUSIONS

The expectation on the part of the IT Logistics company's responsiveness to LGBT opportunities was applied to provide equal opportunities to all its workers regardless of gender and sexual identity. Although the implementation of LGBT-inclusive policies and provisions was not that responsive to the diversity of people in the working arena at all times. On areas of facilities and amenities, company policies and personnel movement should be given emphasis to show that difference in sexual identity is given due respect and honor. Despite the positive responses on career opportunities and work schedule, there were relevant demands that were least prioritized. To be particular, was in accessing the facilities and amenities which are aligned with their gender identity and sexual orientation which could be supposedly done by having gender-neutral/unisex toilets or either third sex toilet, changing needs or desire for increased privacy, regardless of the underlying reason could accommodate.

TRANSLATIONAL RESEARCH

Those organizations who intend to use their sense of duty regarding diversity of people should enhance their primary concern should consider manners by which they can make and maintain LGBT inclusive work environment atmospheres and encourage the security and prosperity of their LGBT workers. Thus, the implications for practice should be adopted by the company to be responsive to the provisions of the equal opportunity provisions for lesbian, gay, bisexual, and transgenders that are also equality competent and skillful in the workplace.

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Effectiveness of Padlet Utilization in *Araling Panlipunan* Class

ARCHIVAL B. LOBETAÑA

chival2703@gmail.com

University of Cebu

Cebu City, Philippines

DELFIN CABAÑERO

delfincabanero@gmail.com

University of Cebu

Cebu City, Philippines

ABSTRACT

Utilizing Padlet which is the preferred digital tool with a series of videos, links, and pictures and is considered as an excellent way to enhance students' participation and improve their retention and comprehension skills. This study determined the effectiveness of Padlet, a digital tool for teaching *Araling Panlipunan* among the junior high school students of the University of Cebu, Main Campus, Cebu City.

This investigation adopted the quasi-experimental research method and with two groups of participants, the control and experimental groups. Frequency distribution, proportion and mean, t-test for correlated samples and t-test for two independent samples were used in analyzing and interpreting the data.

The findings showed that the students who were engrossed with a digital tool had a significantly higher performance than with the students who were taught using the conventional method of teaching. Although students showed no significant difference during their pretests for both control and experimental groups, the experimental group showed remarkable improvement in their final test or their posttest results. Hence, teaching *Araling Panlipunan* the classroom is enhanced when the learning environment is equipped with digital tools or by using available technology. Learning is much better when multiple senses are involved during class discussion. Learners were motivated by the videos, pictures, and links provided by these digital tools and would eventually improve their 21st-century skills of observation, investigation, analysis, collaboration, and innovation. Therefore, it is recommended that the action plan using Padlet as a digital tool to help teachers and administrators in promoting a student-centered learning approach be implemented.

Keywords —Educational technology, teaching-learning, Padlet, quasi-experimental research, Cebu City

INTRODUCTION

The world wherein man lives in is utterly different from what it was like a few decades ago. The rapid evolution of technology has significantly changed the way people live and to a certain extent the way he/she behaves and thinks. The so-called digital or information age has brought about the widespread use of computers, smartphones, and tablets to name a few. Almost all of the things that people do involve the use of computers and or technology in general. Technology has become a vital commodity or a necessity much like the food, shelter, clothing and essentially the air human breathes.

A classroom is a place where formal instruction is done. As a learning environment, it provides learning activities and the conveyance of learning from the class to actual use. A learning environment takes the physical and the virtual form. The physical environment includes everything one can see inside the classroom while the virtual environment presents the

opportunity to do outside the limitations of time and space. With the advent of technology, one can access an online library at anytime from anywhere. Details of instructions and the processes can be replayed over and over again and drilled down into relevant information. The teacher's task is to create an active learning environment with the ability to communicate, solve problems and apply a variety of media and technology because a right classroom has stimulating climate that results from physical surroundings, social relationships, and emotional attitudes (Acero., 2016).

The increasing availability of technology provides opportunities for people to enhance the way of life in so many ways. It has improved critical areas in health and medicine, transportation, communication, and education. The vast array of gadgets and an increasing supply of technology at a reasonable price make it possible for students to do things online. Culture therefore must adapt to the trends of technology and the demands of the society. The use of technology in the classroom is a way to keep in pace with the community and prepare students for their respective roles in the organization (Aquino, 2015).

It is widely accepted today that institutions promote student-centered learning approach as opposed to the traditional teaching method where the teacher is fundamentally central in the learning process. The use of digital tools will certainly help in the process and provides retention and productive learning experience of this generation. Schools have deviated from relying on teaching solely based on books and lectures to the utilization of laptops, projectors, and sound systems. Further, Schwartz (2015) enumerated essential digital tools that can be used in the classroom which include: Drago, Explee, MackinVIA, Bookflix, Recite.com, Symbaloo, Lucidchart, iCivics, Infogram and Padlet among others.

The researcher believes that the result of this study will help teachers and administrators in developing teaching techniques that incorporates technology or online tools which would cater to the needs of the new generation. One will be able to identify some digital tools and used them inside the classroom instead of PowerPoint which is now considered to be too mainstream.

FRAMEWORK

This study is based on Anchored Instruction theory of John Bransford that emphasizes the use of technology as an aid in learning. It pertains to the method of an anchor with which videos or media are utilized to create the learning experience. An anchor can be an event, story, or situation that includes a problem or issue to be solved which is of interest to the learners. This method of instruction develops textbooks with audio, graphics, animation, and color presentation (Bransford, 1990).

Anchored Instruction stimulates the learners to restore acquired knowledge to solve problems. Inert previous understanding can only be recalled if learners are prompted to do so. An anchored-based instructional design provides opportunities for the learners to understand newly acquired knowledge and then be able to apply them instead of just memorizing. There are three principles of using an anchored instruction design namely: rooted based scenarios; which revolves around an anchor that is typically outlined by problem solving, discovery learning; which promotes learners to explore and be active participant and the extensive use of multimedia which would make a particular topic realistic and engaging to the students (Pappas, 2016).

The material supports the following instructional objectives: concise presentation which highlights the critical points of discussion; should be appealing enough so the learners would want to participate and reinforce learning, and should be clear and having the diverse background of knowledge on the subject. Technology is used because it is a tool where students are more than likely to participate and may develop their higher cognitive and critical thinking skills (Ouyang & Stanley, 2014).

According to Bransford, the primary objective of using anchor materials is to be able to provide a deep understanding of such disciplines while also honing the students' problem-solving skills, communication and as well as collaboration. Most educators agreed that students in today's era must learn to think on their own and to solve problems. This has prompted educators to focus on the processes in developing critical thinking as opposed to teaching the content of the subjects or disciplines alone. The methods involve the use of instructional materials aligned in the present situation which heavily entails the use of technology. Teaching becomes more powerful when used in combination with computers or multimedia (Chen, 2012).

The computer-based environment has propelled the teachers to present different multimedia instructions or video presentations. Multimedia learning is learning from verbal

and visual information. Verbal information consists of written or printed information, and visual information is represented by any forms of pictures, illustrations, diagrams, and films (Mayer, 2015).

Verbal processing occurs efficiently with nonverbal processing because several functions of the brain are involved. Video clips, slides, and pictures provide the best learning environment for students of varying age groups (Chen, 2012).

John Sweller's Cognitive Load theory implies that information can be acquired effectively by using instructional materials that are relevant to the present situation where learners interact with written or visual elements. This gives significance to working memory and the need to apply a reliable instructional design to promote growth and learning. Instructional design focuses on cognitive resources and problem-solving. This consists of three types which are: intrinsic cognitive load, extraneous cognitive load, and germane cognitive load (Culatta, 2018).

An intrinsic cognitive load is directly related to the complexity of the information that the learners acquire. The more complex or challenging the problem is, the higher the internal pressure on the learners working memory will be. This type of cognitive load affects the kind of information or knowledge the learners acquire which would also depend on how the materials are being presented. Extraneous cognitive load, on the other hand, is attributed to the instructional designer itself and how the information is delivered or presented. This is where the methods of instruction are utilized in which data can be relayed either verbally or through multimedia or other forms of instructional materials. The third kind of cognitive load is germane cognitive which deals with the processing and construction of schemas in long-term memory. This creates existing knowledge which requires problem-solving activities from the teachers like scaffolding and sequencing (Elliott et al., 2009).

According to Leon Festinger in his Cognitive Dissonance theory, individuals have that particular drive to hold their attitudes and behavior in congruence and shun disharmony. This theory suggests that learners try to achieve consistency between their beliefs, attitudes, and their perceptions. It postulates the following: learners are sensitive to incongruous actions and feelings, recognition of inconsistency motivates learners to resolve the dissonance and dissonance can be determined by changes in beliefs and change of operations. Simply, cognitive dissonance is holding various beliefs that contradict each other. The dissonance makes it possible for the learners to be able to identify attitudes that needed to be changed and are guided by progressive changes to fix the noise (Goel, 2011).

Using technology or a digital tool in the classroom would somehow resolve the students' dissonance or in this case their lack of interest in the classroom and how lessons can be learned. It would change their perception or their attitudes towards learning. A relevant instructional material would alleviate students' difficulties or obstacles in grasping the lessons presented in the classroom. A traditional teacher, may also create dissonance among learners when using specific instructions in the classroom. The use of conventional strategies or old methods may have to change to be able to adapt to the needs of the present society. An individual has dissonance when their actions are not aligned with their beliefs. Noise can be eliminated by restricting the import of the cognitions that conflict. Learners have to accept new ideas or reject the behavior that is causing the battle even if it contradicts to their previously held principles (Pappas, 2016).

Technology attracts students' attention and provides repetitive application and practice. People learn from a combination of words and pictures or videos. Visual and auditory information contributes to providing better memory recall. Furthermore, the learners today develop they are cognitive or reasoning skills better with the aid of verbal and auditory materials and in combination with graphical information rather than just simple print or text or what we call the chalk and talk method (Doering & Roblyer, 2013).

Learning is best attained when real or concrete problems are paired with real-world tools in issue solving. Technology has become an integral part of the 21st century, and these tools need to be digital to make it relevant. The classroom must provide interactive opportunities to motivate and allow students to focus more on the content and the process of delivering the material much more than the task itself. With overwhelming information from textbooks, class discussions and other resources, students' want all of this information simple and easy to process. Moreover, the combination of visual learning and digital tools improve analytical skills. It has proven to have advanced reading comprehension, student achievement across all levels, retention, and critical skills (Collins, 2017).

Getting the much needed 21st-century skill is indeed essential and having technology in the classroom makes it exciting and fun as well. The subjects that the students find to be tedious and challenging can become interesting with the use of digital tools. When the students

are having fun, it will translate to absorbing the lessons well and improve their retention level (Cox, 2017).

It would be difficult to teach students the necessary things in the modern world without actually using technology or more specifically digital tools. The teachers must embrace the need to use technology in the classroom and should, therefore, be digital literates. One of the visions of the schools is to make sure that the students are employable in the future. Knowing to be able to use computers and technology makes it easier to get a job. Companies would want their employees to have the skills needed to live and thrive in the digital society. Having the powers in the computer or digital literacy is an essential life skill (Eyre, 2017).

Technology does not only provide the significant impact on the individual's ability to learn or towards improving one's skills in solving problems but would also affect their emotional development, social growth and behavioral progression (Franulovic, 2015).

Technology should be used in combination with other materials not just by a single variable to develop students' learning holistically. There are some reasons why technology should be integrated into the classroom to promote students' growth. Such would be motivating and engaging students, supporting students' needs, and preparing them for their future (O'Leary, 2011).

The use of technology in education aids the students in applying things learned from textbook or materials that are deemed or classified as traditional materials. It is, however, necessary to examine the effectivity of such technology when using them in the classroom (Zhang, 2012).

Acquisition of knowledge is based on a person's social and physical environment. The society being significantly influenced by the massive influx of technology affects an individual's acquisition of knowledge which is key to their learning and behavior. Such factors may also include peers, teachers, and socio-culturally formed cognitive tools (Harris et al., 2014).

Knowledge is gained in a natural environment contexture that supports interaction among participants. It requires sharing of experiences or cognitive activities among the participants of the system which are artifacts like technology, gadgets and the media. Technology influences to a great extent how people interact among each other and help in the cognitive development of the person (Williams et al., 2012).

The recent trends in technology use pave the way for the emergence of new digital behaviors. Pen and paper have been replaced by using keyboard or keypads and towards voice commands and cameras. Visual content will subdue social and messaging, and new technologies will offer rich digital experience everywhere. People must rethink strategies, build new capabilities, and quickly adapt to keep up with these abrupt changes (Kemp, 2018).

It has been found out that the learners today cannot attend the sustain long lecture or their attention span is limited and integrating technology, multimedia or digital tools for that matter will certainly entice them to listen and participate. It is a useful aid in attracting the students and be a more active participant in the classroom rather than be passive which will lead to a more interactive learning environment (Yassaei, 2012). While Mareco, (2017) said that digital tool or online method of instruction helps the students stay engaged. Most of the learners today have been influenced with the use of electronic devices such as smartphones and tablets which has a significant impact to them so it would be rational and beneficial to them to use these tools in the classroom.

Digital tools do not only provide enormous opportunities for students' but to educators as well. It can save time for educators in preparing the lessons. It can provide quick feedback to students by using messaging applications. It would also offer the possibility of not just to study the language but to learn how to use the word. Through social media, learners can interact, collaborate, and problem solve with others (Cruz, 2018).

Some of these digital tools require students and teachers to pay every month to gain access to them. Among these is Padlet, which is one of the few tools that is free and convenient to use which is similar to social media sites such as Facebook, Twitter or Instagram. It facilitates students to post notes which is identical to a cork board. Students can also search for valuable information and view works from different Padlet users. They can also upgrade their Padlet account and enjoy more significant storage and many other features. It allows students to collaborate in the form of links, pictures, videos, and even documents (Halsted, 2014). Ziemke (2018) added that digital tools help students to find things out for themselves, at their own pace and take control of their learning while the teachers would offer support and guidance and less time explaining the lessons.

The radical changes in technology changed the perspective of education which prompted Apple, Microsoft and other companies to develop software and programs that can be utilized in the classroom. The innovations of technology and the emergence of instructional

tools such as digital tools enhanced teachers' and students' presentations, reports and lectures (Pawilen, 2016).

Technology and multimedia through digital tool add the realism of antiquity. This provides the rich learning experience to the students when yielding simultaneous graphic, video and audio devices (Lucido, 2012). Sicat (2015) added that the use of audio-visual materials might it be slides, films or other multimedia provide a more concrete and realistic learning experience. This would dilate the students' metacognition, communication, and metaphorical skills.

The Department of Education (DepEd) initiated the computerization program with the objective of preparing students for employment and competitive career by teaching them to be familiar enough with the trends in technology. However, it is difficult to maximize the potential of the students when it comes to using technology in the classroom because of the schools' limited resources. Teachers are faced with the daunting task of making education more meaningful to them. To promote learning, the teacher has to choose the appropriate teaching material with the available resources that they have. Instructional materials should be used on a cool consistent basis not just for teaching demonstrations, symposiums, and supervisory observations or on special occasions. Online materials should be used as the bulk of information and a motivating tool in the classroom.

Internet connection is a crucial factor in making digital tools work effectively in the classroom. The Philippines rank one of the slowest internet speeds in the world and dead last in the Asia Pacific with an average of just 5.5mpbs compared to Singapore's 28.6 who ranks number one in Asia, and globally. Despite a poor internet connection, there is still an increased demand for digital devices as such devices are getting less costly and therefore accessible to the masses (Barreiro, 2018).

As years go by, technology progresses and so does an individual's attitude towards it. It has been observed that the learners today spend so much time using mobile phones and interacting on social media among others. Time changes and people change so to be able to cope up with the time we should be able to adapt to our environment and adapt well regarding using technology (Lucido, 2012).

Student's consumption of internet and information technology has seen an enormous rise in the last few years. There are 60 million internet users in the Philippines and the use of social media accounts for a majority of the internet users with an average of 4.3 hours per day (Subido, 2017).

Moreover, one of the leading educational publishers in the Philippines and software company, Microsoft is working on the possibility of eliminating the use of chalk and blackboard, manila papers, and cartolinas in the classroom. E-textbooks have slowly been introduced in some of the schools in the Philippines. The e-textbooks will have multimedia components such as videos, pictures, audio content, interactive quizzes and much more. It will not only improve the learning process but the teaching process also as these e-textbooks come with lesson guides, answer keys and teaching tips. A digital classroom in the Philippines will no longer be far-fetched with the introduction of these e-textbooks (Santos, 2012).

Further, Crisanto, (2017) revealed that quality education is in parallel with the use of information technology in today's digital world. Teachers and students have become well rounded and engaging because of the increasing use of technology in daily academic affairs

OBJECTIVES OF THE STUDY

The study determined the effectiveness of Padlet as a digital tool for teaching *Araling Panlipunan* among the junior high school students of the University of Cebu-Main Campus as basis in devising a proposed action plan. This study specifically, assessed the performance of the students, during the pretest and posttest (after the intervention) for both the control and experimental groups posttest.

RESEARCH METHODOLOGY

The study utilized the quasi-experimental research method with the use of a researcher-made test questionnaire. The study was conducted at the junior high school of the University of Cebu- Main Campus. The subjects of the study were the two sections of Grade 9 for. There was a total of 60 participants for this study and were divided into control and experimental groups, respectively with 30 members from each group and who were randomly

selected. The subjects' profile according to their age, gender, final grade in Araling Panlipunan and year level were the basis in selecting and matching the members of each group

A researcher-made test was utilized in both the pretest and posttest . The coverage for the test constituted the following topics: the concept of demand, determinants of need, the price elasticity of application, the idea of supply, determinants of amount and price elasticity of supply. The same topics were administered in the pretest and posttest for both the control and experimental groups. The outcome of the pretest and posttests were categorized as follows: 40-31-very good; 30-21-good; 20-11-fair; and 10-0-poor.

Pilot testing was done before the actual study to test the reliability and accuracy of the researcher-made test questionnaire. Cronbach's Alpha value of 0.9124 indicates that that the tool was reliable for actual administration to the chosen participants.

A letter was sent beforehand to the high school principal to ask permission to conduct the study to the abovementioned participants. The researcher identified which sections or members were for the control group and experimental group. The professor facilitated the class before the discussion, and a traditional teaching method or the so-called chalk and talk method were performed with the help of the student teachers using manila papers, postcard papers, and whiteboard for the control group only. The same topic was presented to the second group which was labeled as the experimental group but with the use of Padlet, a type of digital tool. The students were asked to create their own Padlet account by logging in to <https://padlet.com/auth/loginor> download the app from Play Store for Android users and App Store for Apple users. The students signed up by using either their Google account, Facebook account or Microsoft account. Once the account had been created, the students followed their teacher's instruction and view the presentations posted on his or her wall. They also saw other relevant information by typing in the keywords or follow other Padlet users. They added videos and or pictures on their Padlet. They were also able to to customize their presentation. This serves as a guide for the students to present activity in the future.

The presentations were done in the same venue, and a researcher-made test was handed out to every member of the control and experimental groups before and after each class discussions to identify the pretest and posttest scores, respectively. Checking of the test papers ensued, and the results were tabulated, matched and subjected for statistical treatment.

Frequency distribution, proportion and mean were used to summarize, analyze, and interpret the pretest and posttest scores of the control and experimental groups. The t-test for correlated samples was used in determining the significance of the difference between the pretest and posttest scores of the 2 groups; and the t-test for two independent samples was used in determining the significant difference between the pretest and of the posttest scores of each group of research subjects.

This study ensures that the ethical considerations were being adhered especially on keeping the information as confidential. In addition, permission to conduct the study was also sought from the principal of the school.

RESULTS AND DISCUSSIONS

This section presents, analyzes and interprets the results gathered from the pretest and posttest scores of the control and experimental groups with the aim of determining the effectiveness of utilizing a digital tool in the *Araling Panlipunan* classroom.

This section presents the pretest scores of the students in the control and experimental groups using the researcher-made questionnaire. Table 2 shows the result.

Table 1. Pretest scores of the control and experimental groups

Pretest Scores		Control Group		Experimental Group	
Score	Description	Frequency	Per Cent (%)	Frequency	Per Cent (%)
31 to 40	Very Good	2	6.67	1	3.33
21 to 30	Good	28	93.33	29	96.67
11 to 20	Fair	0	0.00	0	0.00
0 to 10	Poor	0	0.00	0	0.00
Total:		30	100.00	30	100.00
Mean Score:		25.63		25.23	

Table 1 shows that almost all of the subjects from both the control and experimental groups got good ratings with scores ranging from 31-40. The experimental group had a

slightly higher rating with 96.67% compared to the control group with 93.33%. One subject from the experimental group got an excellent rating within 21-40 which accounted for 3.33%. The remaining questions of the control group, on the other hand, had a higher percentage with 6.67%. The data revealed that the participants were somewhat familiar with the topics, but they still need to have the deeper discussions to grasp clear-thought understanding of the issues and reach scores ranging from 31-40 in an entire category. Both the experimental and control groups had an almost identical rating score which resulted in mean scores of 25.23 and 25.63, respectively.

Table 2 shows the posttest scores of the control and experimental groups after using a conventional method of teaching and after utilizing Padlet which was the preferred digital tool in teaching the desired topics.

The subjects in the experimental group had higher test scores compared to the participants in the control group. The experimental group had considerably increased its test scores with 17 research subjects getting outstanding ratings ranging from 31-40, accounting for 56.67%, while the control group only obtained 10% or just 3 out of its 30 members. There were two members in the control group who dropped its test scores to appropriate category within 11-20, which accounts to 6.67%. The rest of the members from the experimental group obtained a rating ranging from 21-30, comprising of 43.33% and 83.33% from the control group. It is apparent that the experimental group that utilized digital tool in teaching *Araling Panlipunan* has significantly increased its performance as reflected in their posttest scores.

Table 2. Posttest scores of the control and experimental groups

Posttest Scores Score	Description	Control Group Frequency	Per Cent (%)	Experimental Group Frequency	Per Cent (%)
31 to 40	Very Good	3	10.00	17	56.67
21 to 30	Good	25	83.33	13	43.33
11 to 20	Fair	2	6.67	0	0.00
0 to 10	Poor	0	0.00	0	0.00
Total:		30	100.00	30	100.00
Mean:		26.30		30.23	

The experimental group had higher test scores because the researcher used Padlet. This result means that both groups of students had a good grasp of the lesson. This could be attributed to the usage of Padlet or a digital tool in the teaching process. The result relates to John Bransford hypothesis that posits that the teacher has to focus on the instructional materials and maximize the use of available technology as a means to solve the educational obstacles in the classroom. There were three videos presented during the discussion with a combination of pictures and examples of problems to be resolved by the students. The result of the test scores reflected an increase in the performance of the subjects (Allomary & Woollard, 2015).

Table 3 shows that the p-value of 0.54 is higher than the level of significance of 0.05. This result indicates that there is no significant difference between the pretest scores of the control and experimental groups.

Table 3. Comparison of pretest scores between the control and experimental groups

Variables	Group	Mean	t-computed	t-critical	p-value	Decision on Ho	Interpretation
Pretest Scores	Control	25.63	0.62	2.00	0.54	Failed to Reject Ho	No significant difference
	Experimental	25.23					

The results of the pretest of the control and experimental groups were almost identical because Padlet had not been utilized yet as a tool in presenting the topics to the students. The outcome of the posttest is expected to be somewhat similar because the subjects belonged to a similar section or their intelligence level is comparable.

Table 4 shows the contrast of the posttest scores of the control and experimental groups. The data show the posttest scores of the control and experimental group with a mean difference of 3.93 and with a 0.00 p-value. The null hypothesis was reject since it is lower than the level of significance of 0.05.

Table 4. Comparison of the posttest scores between the control and experimental groups

Variables	Group	Mean	t-computed	t-critical	p-value	Decision on Ho	Interpretation
Posttest Scores	Control	26.30	4.75	2.00	0.00	Reject Ho	Significantly Different
	Experimental	30.23					

Therefore, there is a significant difference between the posttest test scores of the control and experimental group. In comparison, the conventional method of teaching using the Manila papers, postcard papers, and whiteboard only had minimal improvement on the performance of the students in the control group, with two students whose scores dropped in the posttest. The experimental group, however, had a much-improved score in their posttest as a result of presenting the topics with the use of Padlet. The method of a digital tool has indeed improved the performance of the subjects.

After utilizing Padlet, there is a considerable disparity between the posttest scores of the control and experimental groups. In relation to the Anchored Instruction theory, learning was made possible for the experimental group to raise their performance level. This theory stimulates the learners newly acquired knowledge and can apply them through problem-solving instead of rote memorization.

Table 5 presents the results of the test of significant difference between the pretest and posttest scores of the control and experimental groups.

Table 5. Comparison of the pretest and posttest scores between the control and experimental groups

Group	Variables	Mean	t-computed	t-critical	p-value	Decision on Ho	Interpretation
Control	Pretest	25.63	1.75	2.05	0.09	Failed to Reject Ho	No significant difference
	Posttest	26.30					
Experimental	Pretest	25.23	7.53	2.04523	0.00	Reject Ho	Significantly Different
	Posttest	30.23					

Table 5 shows the result of the pretest and posttest of control and experimental groups of the Grade 9 *Araling Panlipunan* students. The pretest and the posttest scores of the control group had a 0.09 computed p-value which was more than the level of significance of 0.05. This would mean that there is no significant difference between the pretest and posttest scores of the control group and the use of a conventional method has little or minimal effect on the performance of the students. On the other hand, the experimental group had 0.00 computed p-value which rejected the null hypothesis because it is lower than the level of significance of 0.05. Therefore, there is a significant difference between the pretest and posttest scores of the experimental group and the utilization of digital tool in the classroom helped in improving the students' understanding of the topics in *Araling Panlipunan*.

Doering and Roblyer (2013) pointed out that the use of computers in a way that is easy, enticing and which generates ideas is a helpful tool in imparting knowledge to the learners. Padlet provides that same experience to the students. The scores of the experimental group are attributed to the use of Padlet and using them in the classroom indeed creates a concrete and meaningful learning environment.

CONCLUSIONS

Padlet, an online application is an effective teaching strategy for learning social sciences. In today's classroom where learners are digital savvy, Padlet not only stimulates them visually but also engage them in sharing and corroborating ideas and activities with their peers.

TRANSLATIONAL RESEARCH

The use of Padlet as a digital tool helps teachers and administrators in promoting a student-centered learning approach as opposed to the traditional teaching method. Thus, it is suggested that an action plan will be adopted in improving students' performance in *Araling Panlipunan*. The proposed action intends to:

1. To develop instructional design addressing the needs of the present learners.
2. To motivate teachers in *Araling Panlipunan* utilizing a modern approach in teaching like a digital tool.
3. To embrace today's paradigm shift of learning from traditional to progressive method of teaching.

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Belief System of Patients as a Dimension in Medication Adherence

ANDIE MERCH GARCIA COMIA

<https://orcid.org/0000-0002-8681-363X>

dierch.612@gmail.com

University of Cebu
Cebu City, Philippines

HELEN C. ESTRELLA

helenc.estrella@gmail.com

University of Cebu
Cebu City, Philippines

ABSTRACT

This study explores the belief system that influenced medication adherence among patients in selected barangay health centers in Cebu City.

This research utilized the qualitative design. Using purposive sampling design technique, there were eight participants who were interviewed. Data gathering was done in the four barangay health centers in Cebu City. A non-directive conversational interview guide was observed during the data gathering. Hermeneutical circle analysis was used to analyze the qualitative data to arrive the common themes and subthemes.

The health beliefs of the informants were the belief in apparent symptoms, belief on anticipated outcome and knowledge on health finances. The cultural beliefs are the belief of health traditions and faith in social medicalization. Spiritual beliefs are the belief of confidence in God's power and knowledge of spiritual comfort. Belief on provider dependency and trust on the therapeutic use of self and significant others were for health care provider beliefs. The belief systems affected medication adherence and that lessening clients' nonadherence to medication and promoting the high quality of health care are best achieved by the nurses' increased knowledge and competence in cultural beliefs of patients.

INTRODUCTION

Individuals are highly malleable and potentiate change because human beings have a capacity for self-knowledge, self-regulation, decision making, and creative problem-solving. All these bring about self-directed change placing power and skill to clients to change health behaviors or modify health-related lifestyle (Pender et al., 2006).

Adherence is a state in which the individual's behavior conforms with the medical or health advice. It is the submission of the client in a predetermined goal as manipulated by an authority in health and in this case the nurse or the physician (Berman et al., 2015).

Beliefs are related to religion, morals, ethics, and cultural beliefs. The cultural background of an individual dramatically affects the ideas he or she embodies. The norms, traditions, beliefs, and practices dictate how they put trust in health behaviors. This cultural belief system of the Filipinos affects how people of today react to health. It is the belief system of the Filipinos that direct decision making, compliance, and adherence to a treatment being implemented by the current health care delivery system.

The researchers being professional nurses has been exposed with the community people in all aspects of care, and one of this is implementing treatment regimen. The day to day interaction with the clients taking treatment regimen or maintenance medication has been providing the researcher their own beliefs in their pursuit to attain their medication goal.

Although less is known and less study was ventured on how these belief systems affect health behaviors of individuals particularly treatment medication adherence. This interpretative phenomenological study is concerned with individuals who have been taking medication and adherence to the treatment program being implemented in the barangay health centers of Cebu City.

FRAMEWORK

Health Belief Model is a framework in the exploration of some people who are illness-free take actions to avoid illness, or even ill patient take measures to comply the medication regimen. It has variables that directly affect predisposition to take action. These are perceived threat to personal health and the conviction that the benefits of taking action to protect health outweigh the barriers that will be encountered (Pender et al., 2006).

Beliefs system is the configuration of culture, the dominant motivations, and basic principles of people's behavior. This as well includes social ethics that dictates the rightness or wrongness, desirability or undesirability, and appropriateness or inappropriateness of actions. It builds the concept of importance, desired reaction to circumstances, attitudes towards themselves, and of others. The existence of supreme being and nature creates the perception of reality, explanation of events, and the meaning attached to things (Andres, 1980).

The Filipino belief systems are hybrid of both western and eastern beliefs mixing. It has been modified and adapted to the facets of changes may it be in business, modernization, and even the healthcare systems. The acceptance of opposing beliefs system makes the Filipino beliefs system unique from any other oriental and Asian belief system. As the western beliefs system imprints in the Filipino beliefs system, the love of education, democracy, and modernization; the oriental beliefs system of the east remained at large with tendencies of stressing tradition, authority, personalist, family ties, harmony, autonomy, and independence (Andres, 1980).

There are beliefs that in one way or another captures the desirability of health behavior, in this case, treatment medication adherence. Generally, these are moral beliefs, spiritual beliefs, personal beliefs, sociological beliefs, cultural beliefs, and behavioral beliefs.

Moral beliefs are in synonymous with the conduct and character as it is viewed as either right or wrong. About the goodness and badness of an action, attitude or disposition. This makes the client who is under any treatment medication program to adhere as following the plan should be something viewed as good rather than evil (Timbreza, 2003).

Spiritual beliefs transcend beyond religious beliefs to the point of totality regarding love. This corresponds to the highest quality of human mind. It marks the highest aspirations in which the human spirit is capable of and beyond animalistic entities. Spiritual beliefs breathing weight on medication adherence in the facet of full appreciation and love of life to be well and to survive (Timbreza, 2003).

Personal beliefs correspond to the set of individual interest and desires. This makes the beliefs system unpredictable as own views differ from one another and changes over time. This as well connotes that personal opinions are relative to preference beliefs. Though very subjective in a sense, it is good to love, and intellectual factors make own beliefs objective. Preference beliefs are such affected in treatment adherence as this plays a significant decision-making process over the practicality, essence, and the personal preference of the individual.

Sociological beliefs dictate that the individual's true self is a social one as personal well-being is bounded by the people and surround the individual. Personal development involves social development and is tied up with social enhancement. The beliefs laid down by the society, which are used in treatment medication programs in the community, making it more appealing to the masses. This makes it more effective, efficient, and relevant to people who adhere to it.

Cultural beliefs are the unique features of development learned by individuals during a specific period that is handed down from generation to generation. This consists of ideas, moral standards, traditions, philosophy, and beliefs of a given group of individuals sharing the same features and culture. Lastly, behavioral beliefs are the importance or worth given to the manner by when an individual should bear, control, and conduct himself properly. Beliefs of discipline, politeness, honesty, patience, fidelity, and sincerity constitute behavioral expectations. Behavioral beliefs place treatment medication adherence in the right track of progress when implemented. Patient and the health care provider share both behavioral beliefs in their goals to adhere to the treatment program (Timbreza, 2003).

Attitude and beliefs are positing to medication adherence. The person view of health and the medications are bases of a reason for the decision about taking the drug. Personal

perception is related to medication adherence. This is done with the balance of the risks of side effects over the benefits of the medications. Most patients as well believe the dangers of dependence and long-term impact (Bosworth et al., 2006).

Chia et al., (2006) conducted a review of research studies published in journals across difference disciplines about the effects of personal and cultural beliefs on medication adherence among the elderly. They were able to found 14 articles. Belief-laden variables including self efficacy (*i.e.* the idea that one can perform a specific behavior under differing conditions), medication efficacy, confidence in the physician's knowledge, perceptions about natural products and home remedies, beliefs of control (over one's health), and illness perceptions were found to be significantly related to medication adherence among older adults.

A cross-sectional study was done to know the hypertension control and cultural factors relating to medication adherence among Chinese immigrants. Four out of 8 cultural factors were statistically significant predictors for medication no adherence, and these are lower perceived susceptibility, a higher perceived benefit of Chinese herbs, more little-perceived benefit of Western medicines for hypertension and longer length of stay in the United States (Li et al., 2006).

Kremer et al., (2009) examined spiritual or mind-body beliefs related to treatment decision-making and adherence in 79 HIV-positive people who had been offered antiretroviral treatment by their physicians. Decision making was influenced by health-related spiritual beliefs and mind-body beliefs. Participants believing God or Higher Power controls health were 4.75 times more likely to refuse, and participants with mind-body beliefs related to decision-making were 5.31 times more likely to defer antiretroviral than those without those beliefs. Participants believed spirituality helps to cope with side effects reported significantly better adherence and fewer symptoms or side effects. Fewer symptoms or side effects were significantly associated with the beliefs mind controls body, calling on God/Higher Power for help/protection, and spirituality helps adherence. Spiritual or mind-body beliefs as barriers or motivators to taking or adherane to treatment are essential, since they may affect survival and quality of life of HIV-positive people.

Koenig (2004) cited that religion and spirituality affect medical decision making and interfere even with disease detection and treatment adherence. As religious and spiritual practices are associated with greater well-being, hope and optimism, as well gives the clients less depression and faster recovery in sickness. The induction of spiritual struggles of the patients could create stress and impair health outcomes and even cascade to poor medication and treatment adherence.

A study on Filipino attitudes toward pain medication exposed that Filipinos instead take per Orem medication or by mother versus injections. Beliefs on medication addiction are evident as Filipino decline to take medication and moan away their pain. Moreover, knowledge of self-care symptom management is expressed making Filipinos more manage symptoms themselves with either the drug or any other treatment of choice (Galanti, 2000).

OBJECTIVES OF THE STUDY

This study explores the experienced of the participants on how the belief system influenced treatment medication adherence among patients in the selected barangay health centers in Cebu City. Specifically, this investigation explores the belief systems of the informants regarding their health status, culture, spiritual orientation and their patient-healthcare provider

METHODOLOGY

This study utilized the qualitative research design using a researcher-designed interview guide. A focus group discussion was also undertaken to the different clients who were taking medications or under treatment medication adherence on domiciliary programs of the Cebu City Health Department that was implemented in the selected barangay health centers in the city. The venue of in-depth interviews of clients was based on the preference of the clients or patients wherever they are comfortable and convenient.

The research participants were the five (5) participants. After the FGD was done, an interview guide was then formulated out of the responses being gathered during the discussion. In the selection of research participants, purposive sampling was utilized. The following were the inclusion criteria for the FGD participants: a previous or active treatment client under any treatment program, in case of a newly enrolled client under any treatment program, the client must have at least two weeks in the treatment program, and at least 18 years of age. The names and contact numbers of possible participants were obtained from the target client lists of the barangay health centers. Two informants per location were interviewed using the interview guide. These clients were either asked to come to the health center, or the researcher went to their respective homes to conduct the interview.

After the interview, the seventh and eighth participants, the researcher found out that statements were already repeating and were similar to the first few informants with no new theme or meaning surfacing. The researcher then decided to end data gathering as data saturation point has already been achieved. Data saturation is sampling to the point at which no new information is obtained, and redundancy is achieved (Polit et al., 2012).

Data were gathered with the use of a nondirective conversational interview guide. The researcher formulated the interview guide from related literature and studies, from the focus group discussion results and the personal experience of the researcher with the implementation of treatment programs in the public health system. In some instances, the researcher asked additional questions to clarify some areas that need elaboration.

The researcher asked permission to conduct research from the Medical Officer of Cebu City Health Department, as well as from the chief nurse through a transmittal letter. The researcher submitted as well the research manuscript to the Ethical Research Board of the Cebu City Health Department. With the full permission of the Ethical Research Board, the researcher then visited the barangay health stations where the data will be gathered. In the barangay health station, the researcher requests the target client lists (TCL) of the different treatment programs being implemented. Upon the receipt of the TCL, the researcher then picked the individuals that form part of the research participants.

With the help of the barangay health workers, the researcher organized the focus group discussion. During the focus group discussion, all participants were asked to sign the consent form to participate in the focus group discussion. Results were then transcribed by an external secretariat with the aid of writing instruments and as well as multimedia equipment. The results of the focus group discussion were then analyzed. After analyzing the data, a nondirective interview guide was then formulated.

The interview guide was then used to elicit information from the research informants. The in-depth interview of the research participants was conducted in the place most comfortable for the participants. Results of the meeting were then transcribed with the aid of writing instruments and as well as multimedia equipment. Significant non-verbal data during the interview were noted by the researcher and were kept in a research journal.

Concurrent with the data gathering, the first few results of the in-depth interview were then transcribed. Data saturation was attained on the 7th and 8th interview. After reproducing all the results, an external linguistics translator was utilized to translate Cebuano responses into English. Hermeneutical circle analysis was then used to extract themes, interpret findings, and make conclusion.

Privacy and confidentiality are the prime ethical considerations of this study. Both research participants and informants were duly informed that all their responses and identity would remain private. Privacy was attained by instructing the informants to state the ID code during the recording of the interviews. Only the researcher know the ID codes used by the research informants. A consent to participate was acquired before the data gathering. It was emphasized that the research participants and informants could terminate the data gathering at any point in time. Before data gathering, the researcher sought the approval of the ethical research board of the Cebu City Health Department.

The data gathered during the in-depth interview were subjected to hermeneutical analysis. Hermeneutical circle of interpretation moves forward and backward, starting at present. It includes naïve understanding to an explicit recognition that emerges from the explanation of data interpretation (Streubert – Speziale & Carpenter et al., 2011).

RESULTS AND DISCUSSIONS

This section presents the various themes generated out of the narrations of the selected research participants

Belief System of Informants

According to Willand-Brown and Valiente as cited by Taylor et al. (2005), noncompliance with a medical regimen places an individual at risk for complication from disease, leading to an increase in physician visit and hospitalizations. Elderly individuals living at home who require medication for chronic diseases are particularly at risk for noncompliance with their medication regimen. Independence of the individual promotes increase in medical compliance with the nurse playing an essential role in assisting the individual to comply.

This independence is being concertized with the belief system an individual has over the medication adherence. These belief systems of individuals affect the way individuals perceive control and independence in the management of his own medication. The following section discusses the belief systems of informants in the study.

Health Beliefs

The eventual success of curing regimens requires client involvement with the willingness to participate and most especially the client's perception of the belief that his or her health is of greatest confidence (Bastable, 2003). Health beliefs of client undertaking medication vary widely among clients. It differs among their significant others and their caregivers' health beliefs (Tsevat et al., 1998). In this study, the informants claimed that health beliefs help them achieve medication adherence most especially if symptoms are present, that perceived benefit comes after the medication regimen and their reliance on a financial capacity to maintain the medication. The importance placed on health in medication adherence is manifested in universal themes of belief on apparent symptoms, belief on an anticipated outcome, and belief on health finances.

Belief on Apparent Symptoms

The client undergoing maintenance medication is aroused emotionally to comply due to perceived severity of a disease. This is either created by the knowledge of the client to the symptoms and complications of the disease or the by the difficulties of medical, social, and financial (Pender et al., 2006).

In this research, the informants reported that they are afraid of complications or afraid of damaging the body more if medications were not taken religiously. Moreover, the informants expressed that the absence of symptoms relates to disease-free and that medication is symptomatically dependent; thus, belief on apparent signs is evident. Their opinions are expressed in such manners:

(SS 14) *"Gaghan nakog palit kay mahadlok ko mabuta. Diba makabuta man gyud ni."* (I bought plenty for fear of being blind. Isn't it a cause of blindness?)

(SS 53) *"Arang-arang naman akong BP. Ni us-us naman. Mo us-us gyud ang BP ug makainum ko ug amlodipine."* (My BP is not stable it lowers down when I drink amlodipine.)

(SS 64) *"Paminaw nako mangluya akong lawas ug di ko katumar."* (I felt very weak when I can't take my medicines.)

(SS 47) *"Bisag wala nay sintomas kay maintenance. Ug di ko maginum, the more gyud nga mo saka akong sugar."* (Even if there are no more symptoms showing up since this is maintenance I have to inject. If I failed to, all the more my sugar increase.)

(SS 45) *"Ug di ko ka-inum. Luya oi. Mas mafeel nako nga naa koy diabetes. Nga naa gyud. Murag ga depend gyud ko ba sa tambal."* (If I can't. I felt exhausted. I can feel I have diabetes. That there is. It seems like I am depending on my medications.)

In parallel to the study of Gao et al., (2000) which concluded that patients' illness experiences are associated with their beliefs about the chances of developing complications if they do not adhere to their medications.

Belief on Anticipated Outcome

The perceived benefits of adhering to medication postulates the idea of anticipated outcome. The clients foresee that the required action of taking the medicines religiously brings them the relief that they will get and the resumption of their activities of daily living. They conveyed this belief in the following responses:

(SS 10) *"Madasig ko sa pag human sa tambal kay aron maayu ko. Di ko gusto pirmé"* (I will be motivated especially when I will be alright. I don't like to stay put. Just always rely on my wife.)

(SS 19) *"Aw. Maayu na. Murag malipayon nako kaayu nah. Murag makapanarbaho nako bah. Wa man koy trabaho. Sauna kay naa ko sa construction."* (Probably, I will be alright. Very happy by then. Probably, land a job. I am jobless now. Before I was in construction.)

(SS 11) *"May trabaho ko sa una pero sa constructions pero hangus ko sa building. Asawa ra nako ang nagbuhi tungod sa sakit. Mao maninguha ko nga maayu."* (Before, I was into construction works but found it very hard to. That's why my wife supported me. I will really manage to be healthy.)

(SS 33) *"Murag di maka-abot ang 6 months maaun nako. Mutambok nako ani kay daot man kaayu ko sa una."* (Probably, I will be okay before the six months. Surely, I will gain weights because I lost before.)

(SS 39) *"Ma okey okey na ko bah. Kuan di ko katingog. Akong gipacheck didto sa maternity kay di man ingon ni ini akong tingog mao to sa baga na diay. Mo gilok akong lalamuna unya kutas kaayu, gamay lakaw kay kutas na. Magdala nako ug kompressor para pirmeng hangin bah."* (That I will be fine. Sometimes I lost my voice. I have this checked in the maternity because this was not how I talked. I discover that there is something wrong with my lungs.)

Moreover, a strong relationship of perceived benefits and perceived severity of disease is associated with increased medication adherence (Adams & Scott, 2000).

Belief on Health Finances

Although medication is subsidized already by the government, its utilization had been a problem. Utility, as used by economists, describes the measurement of usefulness that a consumer obtains from any good. Efficiency measures the satisfaction of clients in their purchase of goods (Hicks, 2014).

In this study, meanings on affordable and accessible medications, no availability of free medicines in the health center, no financial capacity to maintain medications and familial support for financing medications were evident. The following discourse expresses the belief of health finances:

(SS 18) *"Wala ra man pud nako gamita ang akong senior citizen kay barato na man akong tambal. Dili ra problema ang pagpalit man."* (Its not a problem anyway. I did not avail of my being a senior citizen. My medicines are affordable.)

(SS 30) *"Lisud gyud kaayu wa tay pamasahé inig adto nako sa centro kay wa man koy trabaho."* (It is cumbersome for me to go to the center since I am jobless and don't have money.)

(SS 69) *"Uu kahibaw. Mao lagi usahay di ko kapalit. Naa sad usahay makalimot kog inum."* (Yes but sometimes I can't buy. Sometimes I forgot to drink.)

(SS 57) *"Akoy ra maginum og magtimaan. Ang magpalit akong bana ang maghatag sa kwarta ug akong bata ang suguon."* (Myself only. My husband bought it for me or requested my son to buy.)

These results validated the study of Piette et al., (2004) that the cost-related no adherence is influenced by patient beliefs, which can affect the perceived view of prescription drugs. Addressing these beliefs, as well as the unique adherence concerns of patients with depression and asthma, could decrease cost-related no adherence rates even if cost pressures themselves cannot be reduced.

Many chronically ill adults frequently cut back on medications owing to cost. Patients are selective about the treatments they forgo as out-of-pocket costs, and inadequate prescription coverage may lead to adherence problems for many important medication types (Piette et al., 2004).

Medication cost has been one of the dominating factors in medication adherence, and with this, the Philippines Government under the Aquino Health Agenda has been pushing

coverage on medication in all the health center in both national and local governments. The strengthening of treatment packs and the assistance of local governments making medicines accessible and affordable has paved away the problems of medication cost but another problem has been exposed in this study as the price is the only parcel of the problem but utilization of free medications as well.

Belief on Health Traditions

Traditional health care explores the conventional perspective of maintaining health, protect the health and restore health. These conventional ways are used by individuals in an attempt to regain health. As health restoration is done in either physical sense, mental domain or in spiritual essence. Physical Sense health restoration implores the use of traditional remedies including special foods, herbal plants and other activities (Spector, 2004) In this research under this belief, the physical sense was only captured as the researcher deliberately extracted spiritual aspect under another belief dimension. More elaborately only food remedies are evident. As stated by one of the informants:

(SS 24) *"Aw. Naa man sad ko tuotuo sa karaan. Kanang pagkaon sa supak. Sama sa parat ug mga bugnaw. Sa pagkaon kasagaran."* (Well, sometimes; like eating what is prohibited. Like salty foods and cold drinks. Most especially on foods.)

Three more respondents stated that the use of herbal plants could be used in complement with the medications as reflected in the following statements:

(SS 59) *"Uu. Mo tuo ko anang ahos nga makaubos ug cholesterol hasta parat."* (Yes. I also believe that garlic can lessen cholesterol.)

ubos sa BP. Hasta wachichaw." (Yes there is. Using mahogany seed, and garlic it lowers BP. Even wachichaw.)

This supports the findings of Anderson-Loftin et al. (2005) that revealed that culturally competent dietary self-management and complimentary improves health outcomes in general and medication adherence due largely to self-control.

Cultural Beliefs

As defined by Fejos (as cited in Spector, 2004), culture is the total of socially inherited characteristics of a human group that comprises everything which one generation can tell, conveys, or hands down to the next. It includes beliefs, practices, habits, rituals, norms, and customs. These characteristics as being held by individuals are utilized in medication regimens and conveyed as belief. This research was able to extract two common themes under the cultural beliefs, namely: belief on health traditions and knowledge of social medicalization.

(SS 52) *"Sa pag inject nga walay tuo2x nga gamiton. Pero nay mga herbal plants, nga goto kola usapon to nako murag bayabas kay maaun daw sa diabetes ug high blood."* (In injections, I don't have traditional practices but I have herbal plants, goto kola. I chewed it just like guavas that can cure diabetes and high blood.)

(SS 66) *"Uu naa. Sa pag gamit sa liso sa mahogany ug ahos para maka ubos sa BP. Hasta wachichaw."* (Yes there is. Using mahogany seed, and garlic it lowers BP. Even wachichaw.)

This means that the people believed that there will be better health outcomes if there is also adherence to herbal medicines or natural ingredients that are used in treating certain illness that can be found in the nature without cost.

Belief on Cultural Medicalization

As explained by Zola (cited by Spector, 2004), cultural medicalization is the presence of two distinctly different health and health care philosophies battling for dominance between traditions and medicine. The society has now blended them with the phenomenon called medicalization. Medicalization defined by Conrad (1992), as a process by which nonmedical problems became medically defined and treated as medical problems in illness and disorders. Demedicalization was further defined as a problem no longer retaining its medical definition.

The interaction of both medicalization and demedicalization has an impact over cultural beliefs of individuals. They expressed their limitation to conventional techniques in the following statements:

(SS 29) *"Kani akong sakit karon di ni madala ug binisaya. Bisag unsaon on nimo. Tuo man ang apektado kay naa man sa sulod lisud kuhaon sa binisaya."* (My situation now can't be done by albularyo anymore. It is worsening and so I need a doctor for this.)

(SS 39) *"Naay uban bitaw nga sultisulti nga dili na ni mawala ug binisaya. Majackpotan ra ko unya mo balik aning sakit mao nagpakonsulta ko sa doktor."* (There are rumors that it would be cured traditionally. I am afraid it might recur so, I consulted a doctor.)

(SS 76) *"Wala man. Naay tuotuo pero mo tuo ra pud ko pero di ra pud nako buhaton."* (Nothing. There are practices and I believe in it but I don't do it.)

(SS 27) *"Kanagung gud sir binisaya nga pangtambal, naa man gyud na sa karaan. Sama ana rong piang ug ari sa mga doktor wala man nang hilot. Diba? Sa bisaya naa man na. Kanang tambal nga buyag2 sa tubig ug adto sa doctor kay ointment."* (Traditional healing is still practiced. Just like dislocation, in medicine they won't accept "hilot" and in traditional healing they will accept "hilot" I believe it can cure what the doctors cannot.)

Another one is evil spells casted upon a person through water, in medicine they use ointment.)

(SS 28) *"Mo tuo sad ko binisaya ug di gyud madala. Mao sad nang gisulti sa meriko nako na nga ang pag tambal di ra gyud musalig ug binisaya mo tuo sad kag inenglis. Wa man ka kay naa tambal na makuha sa binisaya ug naa sad sa doctor."* (I also agree or submit to it if it is not bearable anymore. There are diseases that can be cured in faith healing, and there are diseases too that can be cured by doctors only.)

Medicine nowadays has become a dominant institution of giving care. Nevertheless, the traditional way is still present but by limitations and boundaries. This research has captured this belief in the participants.

Spiritual Beliefs

Spirituality as relative to holistic nursing care is described by Dossey (as cited by O'Brien, 1999), a broad concept that encompasses beliefs, meaning, purpose turned inward with the recognition of the existence of a higher quality authority, guiding spirit or transcendence that is mystical with or without any involvement with an organized religion. Belief laid down on spiritual beliefs that encompasses a great deal of spiritual contentment. Spiritual contentment, as opposed to spiritual distress, is somewhat related to mental peace.

Belief on Confidence in God's Power

Confidence placed to God as omniscient by clients taking medication believes that medication is not only medication from medical science but healing pill coming from God's power. Acknowledging this belief that God is the powerful being, this research able to capture the subthemes as "God as a source of courage" and "God as a source of trust and confidence."

Courage, or emotional strength as described by Stoll (as cited by O'Brien, 1999), is the ability to transcend one's fears, to choose actively face what needs to be and not merely the absence of fear. Two informants able to express this in the following statements:

(SS 24) *"Ang kanang pagtambal kuwan ra sad akong hunahuna nga sampit niya tabang lang bah nga giyahan ka niya. Makahunahuna gyud ka niya sa mga panahon nga ingon ani."* (In taking medications, you have to implore God's guidance. You will remember Him in times of needs).

(SS 43) *"Ang ginoo ra gyud siya ra gyud naghatag giya nato sa tanang problema."* (Its only God, He is the source of strength to face the problem.)

A good dynamic spiritual belief system makes a client trust that somehow tomorrow might be beyond their perceived capacities. This trusting relationship blankets individuals in their medication adherence as they view them as security that God's healing power is being operationalized in medications. Although that this healing power is only spiritual or emotional in nature, medication and medication adherence blend the spiritual nature of the healing power placing them belief on God as the source of trust. It is manifested in the following statements by the informants:

(SS 37) *"Naa gyud. Usa gyud na ang salig sa ginoo sa akong pagpatambal."* (Yes, it has. My faith in God is one of the big help with my treatment.)

(SS 56) *"Nahinaot nga matabangan ug maayo maku-anan sa kada adlaw sa grasya."* (Hopefully I could be helped everyday)

(SS 72) *"Nakatabang gyud ang pag-ampo labaw na ang wa tay ipalit sa maintenance. Isalig na lang nako sa ginoo. Ang ginoo ray makahibaw."* (It helps especially when you can't buy. I trust the lord. He knows best).

Belief on Spiritual Comfort

Spiritual comfort is brought about by the individual's awareness of the companionship of God, their faith beliefs and personal prayer life, and their participation in devotional practices (O' Brien, 1999). The belief of spiritual comfort is because individuals view that God is the source of hope. Their devotion in faith and prayer accompanied by their strong sense of God's presence shows that taking medication to provide them the spiritual comfort they need. Again, the blending of physical sense and spiritual sense of medicating is captured in the following statements:

(SS 38) *"Mag-ampo una ko mo tumar sa tambal nga maau gyud unta ko ani."* (Pray first before I will take my medicine so I will be cured.)

(SS 49) *"Nagtuong kog spirital healing. Tuo kaayu ko ana kay sa pagsimba gyud naa diha ang sprital healing"* (I believe in spiritual healing. I believe in that because in hearing mass there is spiritual healing.)

(SS 06) *"Aw uu. Basta ang importante maka tabang gyud ang pagampo."* (Yes, it will. What is important is that prayers can make a miracle.)

(SS 62) *"Pasalamat ta sa Ginoo nga hatagan tag maaung lawas. Sa akong paminaw maluoy ang ginoo kay mauli-an."* (We will thank the Lord for giving us good health. I think God pities me and so I will be disease free.)

These beliefs captured in the research are in congruence with the study by Siegel & Schrimshaw (2002), that spiritual and religious belief gives utmost benefits such as that it evokes comforting emotions and feelings; it offers strength, empowerment, and control; it eases the emotional burden of the illness; it provides social support and a sense of belongingness; it offers spiritual support through a personal relationship with God; it facilitates meaning and acceptance of the illness; it helps preserve health; it relieves the fear and uncertainty of death; it promotes self-acceptance, and it reduces self-blame.

Moreover, Koenig (2004) postulated the religious person has more persons around who are concerned about him or her. Having more social contacts results in greater monitoring and checking, including checking that the person is taking medication properly. Higher levels of social support resulting from connections with relatives or friends have been associated with increased treatment compliance.

Health Care Provider Beliefs

A successful change of behavior, in this case, medication adherence, is 57% more successful if interpersonal influences are present. Interpersonal influences come from family, peers and most especially health care providers. Interpersonal influences include expectations of significant others, social support, and modeling. With these influences significantly affect a client's engagement to the behavior (Pender et al., 2006).

According to Barofsky (as cited by Bastable, 2006) therapeutic alliance is a relationship formed between the caregiver and receiver in which each participant in this affiliation is viewed as having equal power. The client is considered to be active and responsible in the medication while the healthcare provider as empowers the individual to adhere to the medication regimen.

In this study, belief on provider dependency and trust on the therapeutic use of self or significant others were captured.

Belief of Provider Dependency

Provider dependency, as explained under the therapeutic alliance model, is wherein the provider has more power over the medication. This is technically termed in the model dependency and compliance. Adherence, on the other hand, is a somewhat increase in the power over the medication, but still, the provider is in control and in full effort to become medication maintenance as self-care (Arnow & Steidtmann, 2014).

Various expression of providing dependency was noted with subthemes namely acceptance of healthcare provider expertise, and the recognition of the client that the health care provider as the ultimate medication authority. Healthcare provider is known as any

individual that gave care for the client and he/she can either be the healthcare professional or the significant others, while in this research, the healthcare provider as expressed by the client is all about the healthcare professionals that could be either be their doctor, nurse, midwife or barangay health worker. The following statements captured this phenomenon:

(SS 36) *"Na gyud koy salig sa akong doctor. Maminaw man gyud ko sa niya kay siya mas alaman."* (Yes. I have confidence in my doctor. I listened to my doctor as they are more knowledgeable.)

(SS 50) *"Naa may mi silingan nga nurse nagpatudlo kog pa inject. Iya man ko gitudluan pila ka inch ang inject. Nakatabag gyud siya kay siya man gyud to nag sugod."* (I have a neighbor who happens to be a nurse, I asked her to teach me how to inject. She helped me a lot since she started it.)

(SS 74) *"O makatabang sila. Sila mas naay kaalam. Silay say maggiya nako sa akong tambal ug unsay maayu. Makahadlok sad ang ilang isulti maong tumanon ko gyud sila."* (Yes they do. They are knowledgeable enough. They guided me what to do best for myself. What they say threatens me that's why I have to follow my medications religiously.)

(SS 08) *"Makatabang sila kay sila may maghatag nako sa tambal, ang sample sa plema silay maghatud sa DOH ug silay mag follow up. Makatabang sad sila dire nako."* (They can help because they will give me what medicines to take, they will deliver the specimen to DOH and will follow it up. They help me too.)

These results are evident as well in the research of Zeber et al. (2008) that there is an observed association between medication adherence and therapeutic alliance with bipolar treatment. This supports intervention efforts to strengthen the patient-provider relationship in which a bond likely to yield positive clinical outcomes.

Schoenthaler et al., (2009) in their study concluded that provider communication that is more collaborative is associated with better adherence to antihypertensive medications. They have found that the quality of patient-provider communication is a potentially modifiable element of the therapeutic relationship that may affect health outcomes in this high-risk patient population.

Belief on Therapeutic Use of Self / Significant Others

Arnow et al., (2014) have discussed that the ultimate goal of the therapeutic alliance model is the use of self-care. The power in the relationship between the client and the provider is equal by an alliance. The expected outcome is not compliant dependence nor counter dependence as in adherence but rather self-care.

Significant others are included in this belief and are blended with the self-care as the family is the prime forces that influence the individual to be independent. Confidence and trust in all process in the family are imbibed in the household, and once the medication becomes domiciliary, they are more govern not by professional health care provider but shifted to the client and the family.

This study was able to lift the subthemes of assumption of self-care role in medication and as well as premise of the family member as part of medication alliance. The following texts show these meanings:

(SS 16) *"Ako lang gyud maginum sa tambal bisag naay koy asawa pud nga naay maintenance."* (I do the medications myself. My wife too has maintenance.) (SS 73) *"Wala ra man. Ako ra man."* (Nobody, I manage it.)

(SS 65) *"Sa pagkakaran wa pa gyud koy tambal nga wala mainom kay monitoron man gyud sa akong anak."* (As of now, I have not missed my medication since I am monitored by my child.)

(SS 66) *"Dako kaayu salig kay akong anak man gyud ang gagiya sa akong tambal. Akong bana pu kay maghikutar sa supply sa akong tambal."* (I am very confident since my child guides me in taking my medicine and in my husband attends to the supply of my drugs.)

In concordance to the findings of Bodenheimer et al., (2002), that patients with chronic conditions make day-to-day decisions to self-care manage their illnesses. This reality introduces a new chronic disease paradigm: the patient-professional partnership, involving collaborative care, and self-management education. Self-management education complements traditional patient education in supporting patients to live the best possible quality of life with their chronic condition. Whereas traditional patient education offers information and technical

skills, self-management education teaches problem-solving skills. A central concept in self-management is self-efficacy—confidence to carry out a behavior necessary to reach the desired goal. Self-efficacy is enhanced when patients succeed in solving patient-identified problems.

A study on Filipino beliefs on pain medication reveals that self-care symptom management belief making Filipinos more manage symptoms themselves with either the drug or any other treatment of choice (Galanti, 2000).

CONCLUSION

Lessening clients' no adherence to medication and promoting the high quality of healthcare is best achieved by the nurses' increased knowledge and competence in cultural beliefs of the patients.

TRANSLATIONAL RESEARCH

To aid healthcare professionals in empowering clients to adhere to the medication regimen is recommended that the proposed action plan of a 120-minute symposium be done with nursing students of undergraduate level of Cebu Technological University - Cebu City Medical Center - College of Nursing will be undertaken. This is in part of their curricular enhancement in transcultural nursing and health education subjects. The general objective of the aforementioned activity is to enable the nursing students to o acquire knowledge on the beliefs of clients in medication adherence.

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Brainpop Applications for Biology Class

ROBERT VIRTUCIO DELA PAZ

robertdelapaz54@gmail.com

University of Cebu
Cebu City, Philippines

CEASAR F. NIMOR

csaramir@yahoo.com

University of Cebu
Cebu City, Philippines

ABSTRACT

This study was conducted to determine the effectiveness of BrainPop applications in teaching grade twelve biology at a senior high school. The result was used as basis for a proposed action plan. Specifically, the study determines the performance of the students during the pretest and posttest for both the control and experimental groups. It also compared the significant difference between results in the pretest and posttest performance of the participants.

A quasi-experimental design was utilized with 2 groups of groups of participants, the control and experimental group. There were 60 grade twelve students as participants in the study. The students answered a forty – item multiple choice questionnaire. The experimental group was treated with the use of BrainPop applications while the control group was taught using the lecture method. Pretest and posttest evaluation were used to measure the academic performance of the students in both groups.

The findings of the study depict that most of the students had poor level performance and the pretest mean value for both groups were comparable or much closed with each other. The posttest scores of both groups marked an increased or indicated *good* performance and the posttest mean value of the experimental group was significantly higher compared to the control group. Hence, the use of BrainPop applications in teaching is an excellent instructional strategy for biology students. Learners will exercise divergent thinking skills, specifically analyzing, synthesizing, and evaluating scientific concepts. So, it is recommended that Brain Pop or any other multimedia tool in presenting topics in the class to maximize learning among the students.

INTRODUCTION

Biology is an interesting subject that has been intriguing scientific minds for several centuries. Despite exponential developments in technology over the past few centuries, the origin of life on earth is still one of the biggest mysteries yet to be unraveled. Biology is an important area of study as it reveals the facts and has taken man. All the other fields of study are dependent on the facts that are revealed by the studies that are carried out in the field of biology. The aim of this, particularly in high school curriculum is that all citizens need to achieve a degree of scientific literacy to enable them to participate effectively as citizens in modern societies.

In the Philippine setting, the classroom performance of the students ranges between excellent and poor. It is a fact that the Trends in International Mathematics and Science Study (TIMSS, 2004) revealed that the Philippines ranked 41st in Math and 42nd in Science out of 45 countries. In addition, the National Achievement Test administered by the Department of Education (DepEd) in the Philippines showed that the over-all MPS in Science is 40.53% (Philippine Basic Education, 2013). This is extremely alarming to all educators especially in the field of science. In spite of the interesting features of science, and its vital role in the individuals'

life, the performance of the students is still near the bottom. In fact, science had the lowest MPS in the National Achievement Test for the school year 2011-2012.

In the senior high biology teachers have a hard time addressing how Biology lessons can be interesting and motivating so that it can create a positive impact towards students' learning. Regular poor academic performance by the majority of students is fundamentally linked to the application of ineffective teaching methods by teachers to impart knowledge to learners (Munyaradzi, 2014). It is a teacher's prerogative to work out something else in order for students to learn and cope with the subject and to become more globally competitive and uplift the poor science achievement of the students and the science of their country as a whole. As a science teacher, it is easy to understand the concept of the lessons, but when it comes to teaching the concepts to the students, they have the difficulty. It is also being discussed in the school's seminar – workshop as well as in the subject area meeting about the incorporation of the 21st-century tools into learning to upgrade the quality of instruction.

Currently, education is making a move toward the use of more technology within classrooms ranging from elementary to collegiate level. In high school and college level, devices being used most commonly for educational purposes are tablets, smartphones, and laptops (Dietz & Henrich, 2014).

These devices are being used with the hope of enhancing students' overall educational performance. Students are using gadgets for activities such as answering questions, examining visualizations, note taking, researching, and communicating. The researchers had observed that even the youngest students in senior high have smartphones and other connected devices, and this provides a real opportunity to transform instruction. Students love gadgets and use it regularly in their personal lives. It is therefore not a surprise that young people want to employ technology to make education more engaging and personalize it for their particular needs. It was the researcher's hypothesis that the incorporation of BrainPop applications in the biology classroom would give a better understanding of the concepts of science lessons and improves student's academic performances.

FRAMEWORK

The study is based on John Bransford's anchored instruction theory. Anchored instruction is a technology-based learning approach which stresses the importance of placing learning within a meaningful and problem-solving context. The theory focuses on how to structure teaching materials and maximize the use of technology as a means to solve educational challenges either in the classroom or in a distance learning environment. It gives technique in designing instructional activities around an anchor which may be a theme, case study or a problem to be solved, making the learning more useful and meaningful (Linn et al., 2011).

Anchored instruction involves the use of an anchor material or piece of media to create a shared experience among learners and a beginning point for further learning on a topic. The anchor should support a few key instructional objectives. It should be: short enough to showcase a case example which can introduce beginning vocabulary terms and/or important points of discussion; engaging enough so that students will want to watch it repeatedly to learn and reinforce the information; and understandable by students with a variety of background knowledge on the topic (Linn et al., 2011).

This study is also supported by Richard Mayer's generative theory of multimedia. The theory states that learning places the learner in the role of a knowledge constructor who selects and connects visual and verbal knowledge. Mayer notes that meaningful learning takes place when the person selects the most important information, organizes it into a logical mental picture, and integrates the new information with existing information. When applied to multimedia learning, generative theory presumes that mixed modes of delivery (text, graphics, audio, video, animation, etc.) affects the level at which learners employ cognitive process to acquire knowledge (Shuman, 2009).

Mayer's cognitive theory of multimedia learning presents the idea that the brain does not interpret a multimedia presentation of words, pictures, and auditory information in a mutually exclusive fashion; rather, these elements are selected and organized dynamically to produce logical mental constructs (Shuman, 2009). It also gives a concrete presentation of how this structured instructional technology as a teaching material aid in instruction. It is assumed that people have separate channels for processing visual and verbal information with focus on learning from computer-based multimedia (Roblyer et al., 2013).

The Dual Theory of Allan Paivio focuses on how to structure teaching materials and maximize the use of technology as a means to solve educational challenges either in the classroom or in a distance learning environment. It gives technique in designing instructional activities around an anchor which may be a theme, case study or a problem to be solved, making the learning more useful and meaningful (Linn et al., 2011).

BrainPop was founded in 1999 by Dr. Avraham Kadar as a creative way to explain difficult concepts to his young patients. BrainPop is a group of educational websites with over 1,000 short animated movies for students in grades K-12 (ages 6 to 17), together with quizzes and related materials, covering the subjects of science, social studies, english, mathematics, engineering and technology, health, and arts and music. Most of the videos feature the characters, Tim and Moby. Tim is a teenager who does most of the talking in the movies and understands what Moby says. Moby the robot is an orange robot who communicates in beeping noises. The three lights on his chest light up when he beeps, and Tim usually translates what he's saying. Moby is Tim's friend but loves to drive him crazy. Moby helps out by fetching things for Tim and asking questions about the topic they are discussing. As a robot, he can do things that people are unable to do, such as changing his hand into a freeze-ray, sending himself back in time, throwing garbage into a black hole in space, removing his head, and using lasers. The main contents of the BrainPop applications are as follows: (a) storytelling, (b) forming and connecting ideas, and (c) playful assessments. Today, BrainPop is the trusted learning resource supporting core and supplemental subjects, reaching millions of learners worldwide. The videos and other materials are designed to engage students and assist teachers and home schoolers; they are aligned to state education standards.

Berk (2009) postulated that digital technology can be viewed as a learning tool and a means of communication. Within learning situations, multimedia products and online services can be used creatively and reflectively. Perez (2002), further added that technology such as soundtrack, video, telecommunications and hypermedia is beneficial to instruction that involves critical thinking and decision-making. When these are implemented, learning with digital technology increases instructional effectiveness and efficiency. These captures students' interest, encourage participation and sustained attention, thus resulting to successful interaction between learners and teachers.

Fleming (2000) concluded in his study that computer animation is highly effective in demonstration of processes that cannot be viewed naturally or that are difficult to demonstrate in the classroom or even in the laboratory. With these developments, modern teachers have come to realize how important it is to utilize and infuse educational technology in education to cope with the exploding growth of web-based multimedia.

Schnotz & Lowe (2003) postulated that one of the most promising is the BrainPop animation-based learning environment. Animation is a dynamic representation that can be used to make change and complex processes explicit to the learner. According to Mayer & Chandler (2001), students who are less familiar with the content in question are likely to benefit more than those who have more familiarity with the content. Animation also appears to be more effective when students have the ability to start and stop the animation and view it at their own pace or are able to manipulate various facets of the animation. When provided with the ability to interact with the application in this way, students seem to both enjoy the experience more and perform better when tested on the content. By enabling students to visualize complex information, animation may make it easier for the learner to make sense of the information in a way that requires less processing. In addition, animation is more likely to be effective if it is accompanied by narration, which makes use of both the auditory and visual channels.

Betrancourt (2005) found that BrainPop animation appears to be most effective when presenting concepts or information that students may have difficulty envisioning. Animation can help the student visualize a process or other dynamic phenomenon that cannot be envisioned easily. This is especially true for processes that are not inherently visual (*e.g.*, electrical circuits, Blood circulation in Biology).

The study conducted by Miller (2005) found that the visual channel handles less information than the auditory channel. However, when information is presented using both the visual and auditory channels, working memory can handle more information overall. Using multiple channels can increase the amount of information that the brain can process.

Halpern (1998) found that BrainPop animations learning environment is partially based on the principles stressing multi-dimensional thinking and the demonstration of complex phenomena. Teachers and content experts are used as mediators in the learning process, erasing the borders between classrooms and home learning. The characteristics of the animations and especially of their heroes promotes perspective taking among students. Children identify with the animation's heroes and view the content through their eyes. The

psychological-educational dimensions of teaching and learning with animations lead to construction of knowledge transfer ability – one of the most important thinking skills.

Woofolk (2000) stated that visual learner prefers instruction using pictures, while verbal learner prefers using word in learning acquisition. These are preferences derived from students' learning style where a combination of both words and pictures from multimedia teaching tool are taken into an account in creating hypermedia environment.

A study of Sampath (2001), concluded that digital technology can be used to foster learning subject matters and cross-curricular topics where the general goals of education frame the use of digital technology for education. The concept of learning to learn means to find out and to apply specific successful ways and strategies in every subject. One aim is to increase the student's knowledge about the idea of learning in itself and about his or her own memory. Although the concept of knowledge has developed since the ancient times, people still do not fully understand the ways in which knowledge is acquired and applied by individuals. Concepts like learning, competencies and human potential represent different attempts to describe or explain the process where individuals become subjects with a substantial body of knowledge.

Mayer (2005), stated that information is more effective when presented in words and pictures than words alone. The study has shown that the brain processes information using two channels: visual and auditory. The brain can accommodate more information when it is presented both visually and aurally. By taking advantage of this multimodal processing capability, one can dramatically enhance student learning through multimedia instruction.

OBJECTIVES OF THE STUDY

The study determined the effectiveness of the BrainPop applications in teaching Biology to to the Grade 12 Senior High School students. This investigation specifically seeks to determine the pretest scores of the control and experimental groups; posttest scores of the control and experimental groups; significant difference between the pretest and posttest scores of the control and experimental groups; and the substantial difference between the pretest-posttest scores of the control and experimental groups.

RESEARCH METHODOLOGY

The study used the quasi-experimental design utilizing the pretest and posttest scores of two groups of participants.

The study was conducted at senior high school in one of the universities in Cebu, Philippines and the participantss were the grade 12 senior high school STEM (Science, Technology, Engineering, and Mathematics) students who were enrolled in General Biology subject. There were two sections used in this study using simple random sampling to determine the diversity of both groups. The items were grouped according to their age, gender , and final grade in the their science subject from the previous grade level. One section was the control group and the other served as the experimental group.

The primary tool used to gather the necessary data was a researcher-made test questionnaire that focus on the content standard. The instrument was crafted according to the level of the research subjects as well as to the proposed topics in the first quarter of the school year 2018-2019. The questions were based on the competencies given by the K to 12 curricula of DepEd (R.A. 10533). The topics for General Biology pertains to animal and plant cell *organelles*. Moreover, the control and experimental groups were taught to investigate the difference between animal and plant cell organelles. Both groups took the same formative assessments such as follow – up exercises, quizzes, and assignments to guide and evaluate the development of the learning of the respondents. The control group was taught with the use of the traditional lecture method, and the teaching-learning method for the experimental group used the BrainPOP application. The validated research instrument which was taken from the resources for both groups were used to evaluate the students' overall achievement from the lesson.

The instrument was pilot-tested at the senior high school department with grade 12 students who studied one topic in life Science. The research instrument was validated and tested based on 0.05 reliability using the Cronbach's Alpha in evaluating the scores of the students both the control and experimental groups before and after the conduct of the study. The skills in the validated test were taken from the K to 12 Science Curriculum Guide.

The researcher obtained permission from the school principal of UC Senior High School Department Principal. The 40-item research – made questionnaire was used in the pretest and posttest of the study to the Grade 12 STEM students of the University of Cebu – Senior High who underwent the topics in the Grade 12 General Biology First Quarter.

The researcher randomly assigned the two groups and personally administered the pretest three days before the lesson started. The researcher utilized the enhanced 5E's instructional model based on the constructivist approach to developing a deeper understanding of what constitutes high-quality learning. The experience covered three weeks of implementation.

In teaching the experimental group, BrainPop Cell *Organelles* was shown for 40 minutes to the students. Afterward, the students were asked to associate the important cell organelles to any object in the real-life situation that applies the concept and function. For instance, the nucleus was associated with an office manager while the ribosome that synthesize proteins were associated with factory machines. Then, the students performed the cell *organelles* "drag and drop" game by choosing the *organelles* and place them in their correct position within the cell. After that, they were asked to explain their outputs on how the concept or the *organelles* are related to the objects used in different real-life situations.

The learners developed an organized and broader understanding, lucid flow of information, and sufficient skills through the execution of their knowledge of the concept by organizing additional follow-up activities similar to the BrainPop cell *organelles* contents. The teacher assessed their knowledge, understanding, and skills to authenticate students learning and progress through teacher – made the test in the form of multiple choice.

Frequency count and percent were used to summarize, analyze ,and interpret the performance scores of the students. T-test for an independent sample was applied to determine the significance difference of the pretest scores of the control and experimental group. While, the t-test for a correlated sample was used to determine the significant difference of the pretest and the posttest scores of the two groups of participants.

RESULTS AND DISCUSSION

This section contains, analyzes and interprets the data gathered from the senior high (grade 12 STEM students) during the first quarter biology topic focusing on animal cell organelles, plant cell organelles, and their specific functions within the cell. Table 1 presents the pretest scores of the control and the experimental groups.

Table 1. Pretest scores of the control and experimental groups

Pretest Scores	Interpretation	Score (%)	Control Group		Experimental Group	
			Frequency (f)	Per Cent (%)	Frequency (f)	Per Cent (%)
31 - 40	Very Good	76-100	0	0.00	0	0.00
21 - 30	Good	51-75	15	50.00	18	60.00
11 - 20	Poor	26-50	14	46.67	11	36.67
1 - 10	Very poor	1-25	1	3.33	1	3.33
Mean						
Standard						
Deviation						
			20.17		21.30	
			5.63		7.14	

There were only 15 students or 50 % from the control group who had good performance, while 14 participants or 46.67 % got a poor rating. The remaining 3.33 % of the same group had very poor performance. The pretest data of the control group also obtained a mean score of 21.17, with a standard deviation of 5.63.

There were 18 or 60 % of the participants in the experimental group who got a *good* performances, 11 or 36.67 % of the students obtained *poor* ratings, and 1 (3.33%) got *very poor* performance. The pretest mean score of the experimental group was 21.30 with a standard deviation of 7.14.

The data revealed that the students in both control and experimental groups do not have enough background on the subject matter and may not have encountered these topics in their lower grade levels in Biology. It is evident that the control and experimental groups had difficulty in answering the test since both have limited prior knowledge of the chosen topic in Biology. The mean and standard deviation implies comparable distribution; however, it is subject for hypothesis testing which also showed that the control and experimental group of students need to improve their mastery in grade 12 in the first quarter in in their Biology class.

Posttest Scores of the Control and Experimental Groups

Table 2 presents the data on the performance of the participants in the control and experimental groups on the first quarter topics in Biology using BrainPop as an intervention tool for the experimental group.

Table 2. Posttest scores of the control and experimental groups

Post Test Scores	Interpretation	Score (%)	Control Group		Experimental Group	
			Frequency (f)	Per Cent (%)	Frequency (f)	Per Cent (%)
31 – 40	Very Good	76-100	13	43.33	22	73.33
21 – 30	Good	51-75	17	56.67	8	26.67
11 – 20	Poor	26-50	0	0.00	0	0.00
1 – 10	Very poor	1-25	0	0.00	0	0.00
Mean				30.57		32.73
Standard Deviation				2.62		3.37

Table 2 shows the posttest scores of the control and experimental groups. Majority or 17 (56.67%) of the participants in the control group had performance after the usage of Brain Pop as an an intervention in teaching, while 13 (43.33%) of the students from the control group got very good performances. There was a substantial increase in the number of students in the control group who got very good performances after the use of the lecture method in delivering the topics.

Likewise, in the study of Jairo (2013), lecture method is considered as a valuable part of teachers' instructional repertoire if it is not used when other methods would be more effective.

The experimental group obtained a higher mean which was $m=32.73$ in comparison with the control group of $m=30.57$. The standard deviation of the control group was 2.62 ,while 3.37 for the experimental group.

The performance of the students indicated that the experimental group that used BrainPop showed substantial growth with their performance in the Biology class compared to the control group in the posttest, as reflected in their higher mean score and standard deviation. The result displayed that the students perform better with the use of BrainPop application; hence, learning demands that when information is presented using both the visual and auditory channels, working memory can handle more information overall (Miler, 1956).

Difference Between the Pretest Scores of the Control and Experimental Group

Table 3 presents the data on the significant difference between pretest scores of the control and experimental groups of the participants.

Table 3. Significant difference of the pretest scores of the control and experimental groups

Pretest Scores	Mean	P value	t-stat	t-crit	Decision	Interpretation
Control Group	20.17	0.49	0.6825	2.0017	Failed to Reject Ho	No Significant Difference
Experimental Group	21.30					

As indicated in Table 3, the results showed that the computed p-value of 0.49 is greater than the alpha value of 0.05, which led to the non-rejection of the null hypothesis. Therefore, there is no significant difference between the pretest scores of the students in the control and experimental groups.

The science achievement levels of the students in the control and experimental pre and post groups before the utilization of the BrainPop application can be said to be equivalent and comparable. The student's performance in the pretest indicated limited of knowledge regarding the content or topic in Biology before the intervention was implemented as they earned a small number of points during the pretest.

Difference Between the Pretest and Posttest Scores of the Control and Experimental Group

Table 4 presents the difference between the posttest scores of the control and experimental groups of the Grade 12 students on the first quarter topics in Biology.

Table 4 Difference of the Pretest and Posttest Scores of the Control and Experimental Groups

Pretest & Posttest Scores	Mean	p-value	t-stat	t-crit	Decision	Interpretation
Pretest (Control)	20.17	0.00	11.0604	2.0452	Reject Ho	Significantly Different
Posttest (Control)	30.57					
Pretest (Experimental)	21.30	0.00	11.7242	2.0452	Reject Ho	Significantly Different
Posttest (Experimental)	32.73					

The pretest and posttest scores of the control group obtained a computed p-value of 0.00, which is lesser than alpha (α) – value of 0.05. Thus, the null hypothesis was rejected. The mean score for the pretest of the control group is 20.17, while the mean score for the posttest of the same group is 30.57. Furthermore, the experimental group obtained a mean score of 21.30 for the pretest and 32.73 during the posttest.

The study indicated that there was a substantial improvement in the participants' performance when both lecture method and BrainPop application in teaching, Biology were used. Moreover, the incorporation of BrainPop Application in the Biology classroom further exhibited a substantial increase of students' performance in learning Biology.

The findings of this study confirmed the study made by Allan Bernardo as cited by Ryan (2015) that revealed that a critical variable in determining academic achievement of Filipino students is approaches to learning. Thus, there is a need to be innovative and student-centered in one's pedagogy to ensure functional learning.

Difference Between the Posttest Scores of the Control and Experimental Groups

Table 5 presents the data on the difference between the posttest performance of the participants in the control and experimental groups during the first quarter in Biology.

Table 5. Significant difference between the posttest scores of the control and experimental groups

Posttest Scores	Mean	pvalue	t-stat	t-crit	Decision	Interpretation
Control Group	30.57	0.0074	2.7779	2.0017	Reject Ho	Significantly Different
Experimental Group	32.73					

The computed p-value of 0.0074 is lower than the alpha (α) value of 0.05. This means that the null hypothesis is rejected. Therefore, there is sufficient evidence to say that there is a significant difference between the posttest scores of the participants in the control and the experimental groups.

The data revealed a substantial improvement in the posttest scores for both groups. The significance here is that the experimental group obtained higher scores compared to the controlled group, which means that the incorporation of BrainPop application can greatly affect students' performance. The comparison between lecture and BrainPop application as a strategy used in classroom instruction, both made an improvement on students' academic performance. However, as a traditional teaching method, lecturing can make students passive in the lessons, leaving too little time for them to process the new information, whereas BrainPop Application method allows students to interact with their surroundings, ask questions, and draw conclusions by thinking critically and logically. This means that the BrainPop Application method of teaching allows students to be motivated from multisensory stimulations provided by these multimedia resources and improve their scientific skills of observation, investigations, analysis, and synthesis.

On the other hand, the mean of the posttest scores of the experimental group is higher than the mean of the posttest scores of the control group. It signifies that with or without the pretest exposure, the participants in the class that utilized BrainPop performed better than those students who were exposed to traditional method of teaching biology. The students in experimental group obtained a thorough understanding of the biological concepts that they are learning after they were exposed using BrainPop instruction. Concrete animation and pictorial representations that are used in the BrainPop application have been shown to increase students' understanding of these biological concepts.

The study affirms the study of Miller (1956) in which he concluded that students in the experimental group outperformed students in the control group. BrainPop application instruction is an effective instructional strategy to teach students who struggle with biology. BrainPop application instruction was more effective than traditional instruction on students' retention of knowledge.

CONCLUSION

BrainPop is a very effective strategy in reinforcing students understanding of new topics in Biology. The animation, the quizzes, the games, and other activities stimulate the thinking skills of students. It a teaching tool that has student-centered features that optimize the learning process.

TRANSLATIONAL RESEARCH

The use of BrainPop Applications in teaching Biology to the senior high school learners is strongly student-centered from the teaching-learning which ignites students' attention during the class discussions. It is a form of active learning device with roots in social constructivist theories of education which engages students in self-directed inquiry or research activities that facilitate active and creative engagement with their discipline. As research dominated, rather than a memorizing and giving concrete information, so that students can consider scientific idea as a lifestyle in all lessons, they are encouraged to do work on all science, they foster approaches to their lessons in a positive way, and they are active in the purpose of improving their skills and knowledge making it a lifelong learning. Therefore, it is

recommended that the proposed action plan be adopted by the intended stakeholders for the senior high school.

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Communication, Human Relations, and Critical Thinking Skills: As Impetus of Career Advancement for Criminologists

PAULINO V. PIOQUINTO

<http://orcid.org/0000-0002-1009-6371>

pioks_gohan@yahoo.com

University of Cebu

Cebu City, Philippines

DODELON F. SABIJON

<http://orcid.org/0000-0002-5694-9667>

dfs_lawoffice@yahoo.com

University of Cebu

Cebu City, Philippines

ABSTRACT

One pressing concern of HEIs is to evaluate the quality of its graduates, by tracking them if they are working within the line of their specialized field. This study aims to trace the graduates of the Master of Science in Criminal Justice major in Criminology (MSCJ). This investigation utilized the descriptive research design with 29 respondents using the convenience sampling technique. The tool used for data gathering was the standardized CHED Graduate tracer questionnaire. For data analysis, it used a simple percentage and ranking.

The results reveal that majority of the respondents were married, males, from Region 7 (Central Visayas), residing in Negros Oriental (at the time of the study), finished the MSCJ and passed the Criminologist Licensure Examinations. Further, their reason for taking the undergraduate course was the prospect of career advancement and for enrolling in the graduate degree was a strong passion for the profession. Also, they were prodded to take advance studies for the purpose of promotion. Likewise, all of them were employed, their occupation relates to engagement of profession (professionals) in the field of education locally, and had a regular or permanent employment status. In finding their first job, the recommendation from someone was the prominent strategy; they accepted the salaries and benefits and stayed in the work since it relates to their college degree or course. Also, the current job of the respondents relates to the curriculum that they took in college, where they perceived that they learned more with communication skills. In the taking the graduate degree, they reported that they learned communication, human relations, and critical thinking skills. Hence, the profiling of graduates becomes an important process and indispensable tool in evaluating the relevance of the curricular program of an educational institution. In the graduate school, the importance of continually keeping updated on the records of graduates would help improve the program and offer a continuing innovation to an enhanced and more responsive Master of Science in Criminal Justice (MSCJ) program.

Keywords —Criminology education, employability, criminal justice, tracer study, descriptive, Cebu City

INTRODUCTION

The rise of employability as a central feature of working-life has put the unleashing of human resourcefulness on center stage. Individuals, whether employed or not, are called upon to develop new and innovative ways to outstrip others in the pursuit of, what in all likelihood will be, an unrealizable, ideal employable self (Southwood, 2011). Graduate employability has become an increasingly important issue for higher education over the past 20 years with universities under increasing pressure to address employability in the curriculum. However, approaches to enhance and embed employability vary widely across the sector, and there is a lack of consensus on how best to approach this aspect of students' development. Perhaps more importantly, the discourse of employability has raised some fundamental questions about the role of higher education in modern society and the extent to which

employability represents an attack on academic freedom. Based on extensive literature review and empirical research these primordial questions are addressed, and some guidance is offered for higher education institutions interested in enhancing the employability of their students (Maher & Graves, 2009).

The Philippines is considered as one of the fastest growing economies in Asia next to China (World Bank Report, 2014). Its workforce situation today is quite the extreme opposite of the labor spectrum. The report observed that many graduates find themselves unemployed after earning a degree despite the high value and expectation placed on education. Thousands of young university or college graduates can be seen lining up in job fairs around the country in search of promising employment opportunities. The economy's difficulty in absorbing the high number of new entrants to the labor force is a familiar refrain. Graduates voice their frustration at not being able to land a job that is well paid and secured (World Bank Report, 2014).

Two major nationwide surveys done by the Fund for Assistance to Private Education (FAPE) in collaboration with the International Institute for Educational Planning, showed that the graduates pay a personal cost for their poor education. The Philippines has many graduates of colleges and universities, but in most cases, these graduates barely approach the qualifications of junior college in developed countries. Graduates take jobs lower than their paper qualifications would seem to indicate as appropriate, but the paper qualifications do not justify more than a low level of employment (Altbach, 2014).

Graduate employability has become a more significant issue for institutions (McNair, 2003). This is because of the changing nature of the graduate labor market, mass participation in higher education, pressures on student finance, competition to recruit students as well as expectations of students, employers, parents, and the government (Maher & Graves, 2009).

Five to ten years ago, the Filipino graduates used to migrate to other countries seeking the so-called greener pastures especially in the United States of America and the Middle East countries. However, the world's labor market has changed considerably, *i.e.*, releasing of visas in the United States has declined due to oversubscription. Thus, a phenomenon known as retrogression occurs; and employers in the Middle East which did not require work experience previously now needs at least one to two years of work experience (World Bank Report, 2014).

Employability skills are valuable because the labor market is intensely competitive and employers are looking for people who possess flexibility, who will take the initiative and have the ability to undertake a variety of tasks in different environments. The polarity of technological changes and conventionalities of education creates disequilibrium, tipping off balance between curricular offering and the needed demand for competent global graduates. The realization of harmonizing market demand and curriculum relevance, demands urgency, and this has to be addressed by both CHED and the Institution of Higher Education by keeping the invisible hand of demand and supply in the market at a steady pace (Greatbatch & Lewis, 2007).

One squeezing worry of HELs is to assess the nature of its alumni once they complete their degrees, by following them on their chance of working in a job that is in line their discipline. The dreary assignment of doing this is to direct a tracer study among its alumni. Among the many recognized and accredited HELs is the University of Cebu, a prime mover of change in education and is on the verge of remiss in its mission to provide relevant and quality education in the region and the country as well. It is continually heeding the call for institutional development by reviewing its curriculum offering, thereby adhering to CHED's mandate of quality assurance.

To keep abreast with the recent trend in amalgamation of Asian countries in terms of a shared curriculum both in the undergraduate and graduate levels, universities need to keep track of their graduates whether there is a higher probability of global employability and whether there is an increase in income, movement in terms of rank promotion, and professional development. The usefulness of the tracer study offers a superior opportunity of the different stakeholders to track the objectives of their existing curricular programs. Tracer study is an approach that is widely used by most of the educational institutions to follow and to keep the record of their students once they have graduated from the institution. It aims to evaluate the person's progress up to the time he or she gets a job.

The researchers, being instructors themselves of the MSCJ program at the graduate school, have also observed and received feedbacks of unemployed and underemployed graduates. Thus, in line with fulfilling the institution's vision, mission, and goals, the researchers aim to improve the quality of educational services provided to the students.

FRAMEWORK

This study anchors on Parsons' Trait and Factor Theory on Occupational Choice. It exemplifies the concept of job matching which is the primary tenet of the theoretical framework. He contends that

a person will do the job well when it is best fitted to his/her skills. Further, he states that correct job placement occurs when the following are done: 1) an accurate understanding of their traits (aptitudes, interests, personal abilities); knowledge of jobs and the labor market; and made a rational and objective judgment about the relationship between their traits and the labor market. He posited that the talents or skills of an individual can be measured or is measurable vis-à-vis with the attributes of the job or career. Every person has a unique pattern of traits that is made up of their interests, values, abilities, and personal characteristics. These traits can be objectively identified and profiled to represent an individual's potential (Bimrose, 2011).

The trait and factor theory operates under the premise that it is possible to measure both individual talents and the attributes required in a particular job, which is useful to match to the occupation that is a good fit. It is when individuals are in jobs best suited to their abilities that they will be able to perform best and their productivity is highest. In his book, "Choosing a Vocation," Parsons maintains that personal counsel is fundamental to the career search. Matching assumes a degree of stability within the labor market. However, the reality is that the market's volatility means individuals must be prepared to change and adapt to their circumstances (Bimrose, 2011).

Hillage & Pollard (1998) defines employability as the capability to gain initial employment, maintain employment, and obtain new work. It is being capable of getting and keeping fulfilling work, more comprehensively, is the capability to move self-sufficiently within the labor market to realize their potentials through a sustainable employment. Employability is widely considered to be the key for success in the labor market. It is considered as something that individuals inevitably strive for and manage throughout their (working) lives (Knight & Yorke, 2003).

However, this attractive picture of employability, as used by employers, recruitment agents, policy-makers, mainstream research, universities, and the media, does not say much about how the concern for employability is entangled with broader societal changes or the ways in which individual subjectivities are affected by the concept of employability (Chertkovskaya et al., 2013).

Employability is not just about students making deposits in a bank of skills (Morley, 2001). These are the educational conception relating to the ability of the graduates to tackle graduate jobs. The notion of capability means that employability of graduates relates to their being equipped for a job and capable of being employed, rather than job acquisition (Harvey, 2010).

This context implies that curricula designed to enhance students' employability are also desirable on purely educational grounds. It draws on empirical evidence which suggest that what young people want are real; practical skills which are directly transferable to the world of work and which would fulfill the promise of high-pay, and high-skill work in a knowledge economy (Atkins, 2013).

Employment and employability are not the same in context. Being employed means having a job, being employable means having the qualities needed to maintain the employer-employee relationship and progress in the workplace. Employability from the perspective of HEIs is therefore about producing graduates who are capable and able, and this impact upon all areas of university life, in terms of the delivery of academic program and extracurricular activities (McNay, 2005). There are several synonyms of employability such as core, crucial, generic, personal transferable skills, common, work or employment-related skills. This is another reason why it is difficult to conceptualize what is meant by employability skills. Added to that, skills are often referred to as capabilities, competencies or attributes, levels or learning outcomes, thus compounding the sense of confusion (Church et al., 2008).

The possession of some essential skills will facilitate the acquisition of subject understanding (Yorke, 2001). Yorke (2001) further considers that it is not enough to have a range of cognitive, social, emotional, and behavioral sub-skills, but that these have to be integrated into the challenges that they faced. Therefore, perceived self-efficacy or ability will play a vital role in the choice of degree program, career choice, and personal development. Personal qualities are also imperative in the acquisition of subject understanding and the development of skills. A willingness to learn – often from mistakes – implies a preparedness to tolerate a degree of stress to achieve success (Knight & Yorke, 2003). The self-efficacious student will probably have a series of sub-goals that can act as a milestone. Academic perspectives will need to be convinced that an institutions' insistence on their incorporating employability skills into their teaching is not an attack on academic freedom in terms of content, but a request that academics consider how they teach their learners (Harvey, 2010).

Harvey (2010) suggests that it is debatable how serious academia is in achieving these ends. It is essential that the staff owned any changes to the curriculum delivering the modules if they are to be successfully implemented.

Cryer (1997) believes that raising a research student's awareness of their employability should help increase their self-esteem and enable them to fulfill their potential. Harvey (2010) regards employability to be a subset of and fundamentally contingent on transformative lifelong learning.

Coffield (2000) suggests that government plans to create a new culture of lifelong learning without developing a theory of learning, or even recognizing that one is required (Dunne et al., 2000). Work experience opportunities need to be well-managed to be educationally valuable, but good work

experience can enhance learning and employability. Work-based learning requires the learner to achieve their knowledge and create learning opportunities to enable outcomes to be achieved and provide satisfactory evidence (Knight & Yorke, 2000). There needs to be the progress of employment as students go through their degree program, as they increasingly need to minimize hours of work and at the same time increase their income (Bibby et al., 2000).

In all these contexts, employability continues to hold largely positive connotations. It is the dominant way in which employability has been referred to. This notion implies a very different relationship between employability and employment, as well as a different role of ability, in comparison to the previous conceptualizations of employability (Fejes, 2010).

Characteristics such as age, social background, gender, disability, and ethnicity make some groups much less likely to be employed than others (Brown & Hesbeth, 2004; Morley, 2001; Smetherham, 2006). The first way in which employability can be challenged, then, is on the ground that it promotes social exclusion rather than overcomes exclusion. Through rhetoric that places an increasing demand on the individual, marginalized groups are more likely to be excluded from labor market positions than the non-marginalized, as the social mechanisms that contribute to their exclusion are silenced. When the problems of social exclusion in connection with employability are emphasized, it is often implied that there is nothing wrong with employability as a concept, but rather unequal access to employability that is the problem (Boltanski & Chiapello, 2005).

However, there is some evidence of resistance to employability among academics and teachers (Kalfa & Taksa, 2012; Komulainen et al., 2011). Indeed, the academe sees employability as an intrusive managerial challenge to the traditional ideals of higher education, which one frequently hears in daily conversations. However, even in the context of higher education institutions, the picture is not that hopeful. While employability may be lamented loudly by some, aspects of employability, such as the rhetoric of skills and prospects, are often actively embraced by the same people.

Tracer study is an essential way of understanding the relevance and quality of programs offered by the universities as well as the labor market. It constitutes a central tool for educational planners, as they can provide valuable information for evaluating the results of the higher education and training institutions. This information may be used for minimizing any possible deficits in a given educational program in terms of content, delivery, and relevance and for further development of the institution in the context of quality assurance (Cohen, 2004).

Tracer study will benefit every institution most especially the Department of Education (DepEd) and the schools because it will help them to determine what is the status of their products after graduating from their institution and further lead to discover the trends or effectiveness of programs and the institutions. Through tracer study, an institution will be able to evaluate the quality of education given to their graduates by knowing the graduate's placements and positions in the society which later can use as a benchmark in producing more qualified and competitive graduates (Arcelo, 2005).

Further findings of tracer studies can be used to define/redefine HEI's mission and market niche and show how academic programs and course offering can be adjusted to reflect institutional goals. Schomburg (2005) shares that graduate survey results are valuable for the analysis of the relationship between higher education and work. Moreover, Millington (2008) states that they provide quantitative structural data on employment and career, the character of work and related competencies, and information on the professional orientation, and experiences of their graduates. Additionally, the collected data is a chief indicator of the quality of higher education (Arcelo, 2005).

In the Philippines, the Commission on Higher Education requires all HEIs to conduct a tracer study and is equally reflected as one of the required documents by any higher education accrediting. By conducting a survey on the cohort of graduates from a specific institution, profession, discipline, level of education, their employment characteristics, competencies and skills development, and have a comparative analysis, the information gained from these can be used by the graduate's alma mater and other education stakeholders for curriculum development and other emerging reforms (Gines, 2014).

OBJECTIVES OF THE STUDY

This study determines the employability of the graduates of Master in Criminal Justice major in Criminology of the University of Cebu Graduate School to be able to devise a proposed action plan.

RESEARCH METHODOLOGY

This study utilized the descriptive research design adopting the standardized Commission on Higher Education Graduate Tracer Survey (GTS) questionnaire. The research locale is at the University in the Cebu Graduate School.

The respondents of this tracer study were the twenty-nine (29) graduates of Master of Science in Criminal Justice (MSCJ) major in Criminology of the University of Cebu Graduate School.

Part 1 of the survey instrument pertains to the general information covering the personal data, educational background, employment characteristics, employment history, professional achievement, and transition, while part II delved on the data of their postgraduate studies, trainings attended, and promotions attained after graduation.

The tracing process involved the identification of graduates. A list of graduates for the school years 2010-2013 was taken from the Registrar's Office to be able to identify the graduates who served respondents in this investigation. The graduate respondents were contacted through their phone numbers, fellow alumni, snail mail, Google form. Some graduates were required to complete the survey instrument when they file for the issuance of their Transcript of Records (TOR) and diploma.

The following are the statistical treatment applied to the collated data: frequency and simple percentage were used to describe the demographic profile of the survey respondents in terms of age, gender, civil status, the region of origin, province and location of residence, educational background information, and employment data. The ranking was applied to the data that involved multiple responses such as the reasons for pursuing the degree or advanced studies; and competencies learned in college useful in first job etc.

RESULTS AND DISCUSSION

This section presents the results derived from the data gathered. The data presentation is in tabular form with corresponding analysis and interpretation.

Profile of the Respondents

Table 1 displays the data on the demographic profile of the respondents as to civil status, gender, region of origin, province or location of residence, highest education attainment, and professional examination being passed.

Table 1. Profile of the graduates (n=29)

Demographic Profile	Frequency (f)	Percentage (%)
Civil Status		
Single	7	24.14
Married	20	68.97
Single Parent (born a child but not married)	1	3.45
Widowed or Widower	1	3.45
Gender		
Male	18	62.07
Female	11	37.93
Region of Origin		
Region 6	2	6.90
Region 7	15	51.72
Region 8	8	27.59
Region 9	2	6.90
Region 10	1	3.45
CARAGA	1	3.45
Province/ Location of Residence		
Bohol	2	6.90
Cebu	6	20.69
Leyte	6	20.69
Negros Oriental	7	24.14
Surigao Del Norte	1	3.45
Ozamis	1	3.45
Misamis Occidental	1	3.45
Surigao	1	3.45
Guimaras	1	3.45
Iloilo	1	3.45
Zamboanga Del Sur	1	3.45
Samar	1	3.45
Highest Education Attainment		
MS. Crim.	28	96.55
PhD. Crim.	1	3.45
Professional Exam Passed		Rank
Criminologist Licensure Examination	29	1
NAPOLCOM	6	2
Civil Service Prof	2	3.5
Civil Service Sub-Prof	1	5.5
Police Inspector Exam	2	3.5

Senior Police Officer Examination * <i>multiple response</i>	1	5.5
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The table shows that married graduates dominated the population with 20 respondents or equivalent to 68.96 %, while there was only 1 or equivalent to 3.45 % who was a single parent at the time of the survey. It is expected that the graduates of MSCJ were already married, considering that usually after college they have more tendency to start a family once they can get employed and earned substantial income since at this stage in life they were already at the marriageable age. Hence they would traditionally settle down.

Also, the majority (62.07 %) were males, while females only accounted to 37.93 %. Males dominated the criminal justice profession considering that the course is traditionally for the masculine, in addition to the fact that its undergraduate counterpart was touted as gender biased, yet the data presents a revealing trend that females are catching up in terms of numbers. The primary factor causing this result was because the undergraduate course and postgraduate course offer a new opportunity for women to explore the law enforcement field.

Likewise, majority of the graduates (51.72 %) came from Region 7, while there was only 1 or equivalent to 3.45 % who originated from Region 10 and CARAGA Region, respectively. Since the location of the University of Cebu is at the center of Region 7, so expectedly most of the students and graduates from this region would enroll in this university due to its accessibility and proximity.

For the place of residence or assignment of the respondent at the time of the administration of the survey tool, there were more who were living in Negros Oriental, while the rest came from different places in Visayas and Mindanao. Obviously, those graduates of Bachelor of Science in Criminology (BSCrim) and were already in service and working have more propensity to study in Cebu due to proximity and accessibility and for the purposed o getting promoted.

All of the 29 graduates or 100 % took the Master of Science in Criminal Justice major in Criminology and there was only one (1) who was already pursuing the Doctor in Criminology at the time of the survey.

Moreover, all of the twenty-nine (29) respondents passed the Criminologists Licensure Examination (ranked 1st). Additionally, there were 6 who had already passed the NAPOLCOM Examination (ranked 2nd), there was two (2) who passed the Police Inspector Examination, and another two (2) had already passed the Civil Service examination, and another one (1) each had passed the Senior Police Officer Examination, and Sub-Professional Examination. It is not surprising that those who were taking the Master in Criminal Justice major in Criminology were already passers of the Criminologists Licensure Examination since this is the primary licensure examination for BS Criminology graduates. Those who were Civil Service Examination passers or NAPOLCOM passers may have taken the examination before they have taken the licensure board examination, while those who passed the Police Inspector or Senior Police Office Examinations passers took the exam for promotion.

Reasons for taking the course

When asked on the reasons for taking the undergraduate and graduate courses, the graduates gave the preceding answers.

Table 2. Reasons for taking the course

Indicators	Frequency	Proportion (%)	Rank
Reasons for taking the BS Criminology Course			
High grades in the course or subject area(s) related to the course	2	3.51	10
Good grades in high school	3	5.26	8
Influence of parents or relatives	2	3.51	10
Peer influence	1	1.75	12
Inspired by a role model	8	14.04	2.5
Strong passion for the profession	8	14.04	2.5
Prospect for immediate employment	7	12.28	4.5
Status or prestige of the profession	4	7.02	6.5
Availability of course offering in chosen institution	4	7.02	6.5
Prospect of career advancement	9	15.79	1
Affordable for the family	7	12.28	4.5
Prospect of attractive compensation			
Opportunity for employment abroad			
No particular choice or no better idea	2	3.51	10

Reasons for taking the MSCJ Degree	Frequency	Proportion (%)	Rank
High grades in the course or subject area(s) related to the course	2	2	10.5
Good grades in high school	2	2	10.5
Influence of parents or relatives	3	3	9
Peer influence	5	5	7.5
Inspired by a role model	8	8	6
Strong passion for the profession	20	20	1
Prospect for immediate employment	9	9	4.5
Status or prestige of the profession	9	9	4.5
Availability of course offering in chosen institution	5	5	7.5
Prospect of career advancement	19	19	2
Affordable for the family	1	1	12
Prospect of attractive compensation	17	17	3
<i>* multiple responses</i>			

The data shows the reasons for the respondents in taking the undergraduate course on Bachelor of Science in Criminology. The prospect of career advancement was the primary reason (ranked 1st), followed by inspiration by a role model and having a strong passion for the profession (ranked 2nd). On the other hand, peer influence was the least factor affecting the choice of the course.

All these responses denote the rising trend showing the drive of the students in their choice of taking a degree which is rooted in a more personal decision, that is the possibility of having a promising career development, and had gained broader influence in the choice for taking an undergraduate course in criminology. This data reflects the real world of work wherein competitive job offers higher pay but require workers who are not only competent but career-driven individuals. In addition, the primary reason for taking the graduate course was the strong passion for the profession (ranked 1st), followed by the prospect of career advancement (ranked 2nd), and the prospect of attractive compensation (ranked 3rd). On the other hand, the least factor influencing the choice of the master's degree, were high grades in the course or subject area(s) related to the program, and good grades in high school. This data denotes that the respondents had the intention of improving their craft in the field of criminal justice through advancement in education, which is also a means of getting promoted for a higher rank/position.

Factors that influence the respondents to undertake advanced studies

This part presents the responses on the factors that prodded them to take in advanced studies.

Table 3. Factors that influence the respondents to undertake advanced studies

Indicators	Frequency (f)	Rank
For promotion	17	1
For professional development	16	2
Others reasons	2	3
<i>* multiple responses</i>		

The data elucidates that the factors that made them undertake advanced studies. The primary reason of the respondents in taking was for promotion (ranked 1st) and for professional development (ranked 2nd). The data revealed the fact that the respondents who were working in different agencies mostly aims for promotion. Moreover, the promotion is usually offered for those who obtained the qualifications, either educational, achievements, exemplary performance, etc. The goal to be promoted is compatible or closely linked with professional development since everyone who is in service has the desire to be promoted for a higher position.

Employment data of the respondents

This part presents the employment data of the respondents in the aspect of present occupation, the major line of business, and place of work.

The data shows that all (100%) of the 29 respondents were employed, and no one was not or never been employed. The 93.33 % of the respondents' present occupation relates to engaging in the profession since it required a licensed to be able to work in the National Police, while there were 2 or 6.67 % who were also officials of government and special interest organization, corporate executive managers, managing proprietors, and supervisors.

Table 4. Employment data of the respondents (n=29)

Employment Data	Frequency	Proportion (%)	Rank
Present Occupation			
Officials of Government and Special-interest Organizations, Corporate Executives Managers, Managing Proprietors and Supervisors. Professionals	2	6.67	2
	28	93.33	1
Major Line of Business			
Public administration and defense; compulsory social security	9	30.00	2
Education	21	70.00	1
Place Of Work			
Local	29	100.00	

Moreover, there was one subject who was self-employed and considered himself as a proprietor/manager of his business that relates to the provision of professional services relating to criminology. Most often than not, the respondents, being licensed criminologist preferred to practice their profession as criminologists.

The data further revealed that there was 70.00% of the respondents who were employed in an organization which engaged in the field of education, while there were 30.00% who were in employed under the public administration and defense or compulsory social security sector. This data revealed boldly that majority of the respondents were working as instructors in the universities and colleges or trainers in training institutions. Other graduates were employed in offices that are in charged with public administration or defense. Being licensed criminologist, one can practice the profession as teachers or professors, law enforcers, administrators, consultants, and others.

All or 29 (100%) of the respondents were locally employed, and none of them was employed abroad. This data expresses the real fact that the course above so far gained local employment. However, postgraduate education in criminology and criminal justice will impact them when ASEAN integration becomes a reality. Thus, employment outside of the country is an opportunity for the research respondents.

Employment status for employed graduates

The data contained in Table 5 presents the employment standing of the subjects.

Table 5. Employment status for employed graduates (n=29)

Indicators	Frequency	Percentage (%)
Regular or permanent	18	62.07
Temporary	7	24.14
Casual	2	6.90
Contractual	1	3.45
Self-employed	1	3.4%

Majority or 62.07% of the respondents had regular or permanent employment status, while only a minimal number had contractual status. Further, it is observable that there was one (1) graduate who was self-employed. These data reveal that most of the graduates of MSCJ had an assurance for continued financial support for family and studies since they already have a steady source of income. Under the present condition, those licensed criminologists who are in service at the Philippine National Police, National Bureau of Investigation, and other agencies received higher pay compared to another types of job and with tenured status in their job.

Strategy used to find the first job

Table 6 presents the data as to strategies used by the respondents to find the first job.

Table 6. Strategy used to find the first job (n=29)

Indicators	Frequency	Percentage (%)
Response to an advertisement	4	13.79
As walk-in applicant	3	10.34
Recommended by someone	12	41.38
Information from friends	6	20.69
Arranged by school's job placement officer	2	6.90
Family business		
Job fair at Public Employment Service Office (PESO)	1	3.45
Others	1	3.45

The data shows that there were more respondents or equivalent to 41.38% who find their first job through a recommendation from someone. On the other hand, there was only one (1) who was able to land a job through a job fair conducted by the Public Employment Service Office (PESO). The data denotes that finding work in the field of criminology or criminal justice was usually through the "whom you know" system. However, this does not mean that the applicant does not qualify to the job or position since government employment requires compliance with the minimum employment requirements either in police service or at the National Bureau of Investigation (NBI) or any other government agencies and instrumentalities.

Reasons for accepting and staying on the first job after college

Table 7 shows the frequency of responses on the reasons for accepting and staying in the first job after college.

The primordial reason why the respondents accepted the job was due to the salaries and benefits, while there were only three (3) who stayed in the job due to proximity of the location of their office or place of work to their residence. It is clear that anyone whose job function relates to a ones college degree and receives a likable compensation would naturally be attracted to accept the job offer.

Table 7. Reasons for accepting and staying on the first job after college

Indicators	Accepting (f)	Rank	Staying (f)	Rank
Salaries and benefits	28	1	24	2
Career change	21	2.5	18	3
Related to special skill	21	2.5	10	4
Related to course or program			25	1
Proximity to residence	3	4	3	5
Peer Influence			1	6.5
Family Influence			1	6.5
Other reasons				
* multiple responses				

Moreover, the primary reason why the respondents stayed in their job was their job function or work relates to the course that they took in college, which is the Bachelor of Science in Criminology. The respondents were more in concordance with their conviction that they stayed in the their job because that relates to their course or program, albeit they also still consider the salaries and benefits as one prime mover of their desire to stay with their job. In the field of criminology, working in the government affords higher compensation and benefits.

Relevance of the Job to the College Curriculum

Table 8 uncovers the data on whether the current job of the respondents was relevant to their college degree.

Table 8. Relevance of the job to the college curriculum (n=29)

Response Category	Frequency (f)	Percentage (%)
Yes	27	93.10
No	2	6.90

The data contained in Table 8 show that 93.10% of the respondents declared that their jobs were relevant to the curriculum they had taken in college. Only a small proportion (6.90%) declared

that their job is not relevant to their college degree at all. This result reveals that most of the graduates in BS Criminology were properly employed in a job that relates to criminal justice or criminology discipline. They are usually employed at the Philippine National Police and other government enforcement agencies in which they were able to apply the competencies and knowledge that they learned in college to the job in the performance of their job.

Competencies learned in college and at the graduate school

To validate what competencies that learned in college and the graduate school, the respondents were asked to identify as many skills that they had learned.

Table 9. Competencies learned in college and the graduate school

Indicators	College (f)	Rank	Graduate School (f)	Rank
Communication skills	24	1	23	2
Human relation skills	21	2	23	2
Entrepreneurial skills			1	7
Information technology skills	4	5	8	5
Problem-solving skills	19	4	17	4
Critical thinking skills	20	3	23	2
Other skills	2	6	2	6

* multiple response

The data contained in Table 9 revealed that the respondents learned the following skills in college: communication skills (ranked 1st), followed by human relation skills (ranked 2nd), and critical thinking skills (ranked 3rd). However, this data does not reveal whether the perceived learning on communication skills either oral or written, and what is their extent of learning. It is a fact that the curriculum for Bachelor of Science in Criminology contains 6 to 7 English subjects to respond to the deficiency in communication skills of the students considering that majority of the students were from the rural areas or provinces where there is a nagging problem of both oral and written communication ability of the high school graduates. It worthy to note that in the graduate school, the respondents responded that they still learn more on the communicant skills, human relations, and critical thinking skills. It is observable that the skills learned in college and the graduate school were similar. So the role of teachings in the graduate level was more on intensifying the application on the abilities above since most of them are already working. Therefore, they are expected that they manifest the ability to adjust and comprehend the human dynamics in the organization, as well as the application of analysis in the performance or their job.

CONCLUSIONS

The profiling of graduates becomes an important process and indispensable tool in evaluating the relevance of the curricular program of an educational institution. In the graduate school, the importance of continually keeping updated on the records of graduates would help improve the program and offer a continuing innovation to an enhanced and more responsive Master of Science in Criminal Justice (MSCJ) program. Moreover, the employability of the MSCJ graduates to managerial, consultancy or technical expert positions anchors on the competencies required in the position such as communication skills, human relations skills, critical thinking skills, which can be more enhanced in the offering of the course. Further, the offering of the graduate course of Master of Science in Criminal Justice requires constant innovation with the end view of responding to the real demand of the stakeholders. There should be extension classes after complying with the CHED regulations so that more and more criminology students can enjoy the academic endeavor, thus making them more skillful in their jobs

TRANSLATIONAL RESEARCH

The following recommendations are advanced:

1. The Graduate School must have an enhanced innovative system of profiling of its graduates, including the use of an online system and regular updating of the records. For this purpose, there close coordination of the university's primary departments such as Alumni Office, University Registrar, and the Graduate School be properly institutionalized so that vital and updated data of the graduates can be utilized to improve the program and for proper storage and easy archival of graduates' data.

2. The Graduate School must ensure that periodic evaluation of the curricular offerings in order to catch up with the recent global trends in criminology and criminal justice education. Also, the pool of faculty must be filled more with academically qualified and extensively experienced and competently engaged members who have extensive linkages in the Pacific region or global community. For this purpose, the Graduate School in coordination with appropriate undergraduate college must develop ambitious but achievable faculty development program.

3. There is a recent demand from other countries to send their professionals, particularly criminology and criminal justice graduates to enroll in advanced studies in a competitive university. The University of Cebu can be one of the strongholds in the Philippines to accommodate these demands by working an extra mile in building a more competitive learning environment that can accommodate stakeholders from other countries. With the ambitious faculty development program put forward and good learning environment, the University of Cebu Graduate School would become a convergence of experts.

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Bringing the Police Closer to the People: Experiences of Police Community Relations Officers in Cebu City

DODELON F. SABIJON

<http://orcid.org/0000-0002-5694-9667>

dfs_lawoffice@yahoo.com

University of Cebu
Cebu City, Philippines

ESMERALDO E. DAMUAG

<http://orcid.org/0000-0002-3775-4805>

University of Cebu
Cebu City, Philippines

YOLANDA C. SAYSON

<http://orcid.org/0000-0003-3716-1003>

uc.ycsayson@gmail.com
University of Cebu
Cebu City, Philippines

ABSTRACT

Community crime prevention is about the participation of the community in preventing crimes in their localities. The policemen play a big part in the aspect of crime prevention since they are engaged in the detection of sins and punishment of the offenders. For the police to uphold the law efficiently, the community must extend their helping hands. For crime prevention to be successful, the district must be informed on how they can contribute to preventing the commission of crimes in their localities. Hence, this study aims to explore the experiences of the Police-Community Relation Officers in Cebu City.

This investigation applied the exploratory research design with the use of a researcher-made interview guide. The informants were the police personnel who were in-charge of the police-community crime prevention programs from the various police stations in Cebu City. Thematic analysis was used to analyze the narrations made by the informants based on their experience in the implementation of the government's mentioned above program to diminish the crime rate.

The experiences of the informants in implementing the police-community crime prevention programs brought the joy of service, although there was hurting time. In addressing the challenges encountered in the implementation of police-community crime prevention programs, the police officers shared that its an offering of their life to their work, there was the pouring of graces, and felt that united they stand, if they are divided they might fall. They are getting their crown and from ugly to beauty where the impact of the implementation of the police-community crime prevention programs to the personal and professional career. From wrong yesterday to a better tomorrow and in cooperation there is strength where the impact of the implementation of the police community crime prevention programs to the community. The police personnel experienced both the desirable and undesirable aspects of the implementation of the police-community crime prevention programs since it is expected that there will be passivity and resiliency reaction from the community, even though they are the primary beneficiary of the purpose of the program.

Keywords —Criminology, crime prevention program, community relations, qualitative, Cebu City

INTRODUCTION

The world today has been besieged with different crimes, and their magnitude carries from place to place. To prevent or suppress this problem, the law enforcement agencies around the world have been engaging in building crime prevention program. For crime prevention to be successful, the police must also get involved in the community/ that is the essence of crime prevention.

Cebu City is one of the highly urbanized cities in the Philippines. In Cebu City where there is a large population, public safety issues could never be prevented to arise, especially nowadays that the crime rate had increased due to the war against drugs. In this premise, the researchers become interested in gaining knowledge about the crime prevention programs that had been implemented in Cebu City.

In the Philippines, the police have been actively engaged in the community crime prevention program, through the help of the public community relations unit of the PNP that spearheads in establishing the relationship between the police and the community. This makes the formulation of crime prevention programs efficient not only for the police but also for the people in the city. PNP is currently promoting several kinds of crime prevention programs and activities that aimed towards the development of a favorable public attitude towards the government and the deepening of populace appreciation to the continual political, social, and economic growth as well as the dimension of the national security.

SAMBAYAN is an organizational plan of the PNP that generate community partnerships and forge a united front for the promotion of peace and order. The information plan, *SANTINIG* sets forth to the concept of operation, operational guidelines, and tasks of all PNP units or offices for a deliberate, synchronized, and concentrated effort to inform the public of the activities, programs, and accomplishments of the PNP. *LAMBAT SIBAT* presents operational guidelines and tasks of all concerned PNP offices and units to be able to come up with a well-planned, coordinated, synchronized, and concerted effort to inform the internal and external stakeholders on the accomplishments of the PNP. These programs aim to educate the public about the nature of crimes through the media and other information sources that are means of engaging the community in crime prevention.

In Cebu, the police and the city have been actively working together to implement programs for crime prevention. Since the Police Community Relations Unit is closest to the public, this investigation intends to explore the life of PCR personnel in implementing the crime prevention programs or activities in the community.

FRAMEWORK

This study anchors on the Self-Efficacy theory of Albert Bandura. This theory is about people's beliefs about their efficacy can be developed by four primary sources of influence. The most effective way of creating a strong sense of efficacy is through mastery experiences. Successes build a robust belief in one's effectiveness. Failures undermine it, mainly if failures occur before a sense of efficacy is firmly established. If people experience only easy successes, they come to expect quick results and are easily discouraged by failure. A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort. Some setbacks and difficulties in human pursuits serve a useful purpose in teaching that success usually requires sustained effort. After people become convinced they have what it takes to succeed, they persevere in the face of adversity and quickly rebound from setbacks. By sticking it out through tough times, they emerge stronger from adversity (Bandura, 2006).

In the absence of citizen assistance, neither more human resources, nor improved technology, nor the high burden of combating crime. This conception of citizen involvement through crime prevention programs contributes to the success of law enforcement that is highly dependent upon the participation and cooperation of the public in crime prevention. Some crime prevention activities are better conducted by residents themselves –despite the fact that the content and thrust of must programs were shaped mainly by law enforcement agencies. The police must be more community-oriented, and the citizens become more involved by assisting the police with information. Typically, people conjure up images of the police officer walking a beat, greeting people in the neighborhood as they go about their daily routines at deterring crime (Oliver, 2010).

According to Kappeler and Gaines (2008), community engagement implies that the police must depart from the professional model, and work with individuals and groups. Community policing dictates that the community become involved in protecting itself. People must think that crime prevention is not just the work of law enforcement agencies because people can become engaged in many ways. They can form neighborhood watches or patrols, report criminal, or suspicious activities become been involved in sports or educational activities for disadvantaged or volunteer services. Community partnerships and problem-solving are the two primary components of community policing.

It is the partnership that the police must assist people with a multitude of problems and social conditions including crime because the police must solicit support and active participation in dealing with these challenges. Robinson (2002) explained that crime prevention and the development of crime prevention strategies requires an understanding of the roles of the citizen and the police, who must work in sync, if any crime prevention strategy or program is to be successful.

The prevailing and the most basic philosophy of crime prevention is to place the citizen at the core effort. Every citizen must contribute to the prevention of crime, or the shot is destined to fail. Operational strategies direct the operation or processes of a program or initiative. Alternative behavioral schemes are intended to turn the negative behavior of gangsters and to prevent them from engaging in disruptive activities. Engagement strategies are designed to involve different groups of people in the anti-gang program processes. Members of school staff, families, and community agencies have an inherent vested interest in the education and socialization of the youth. No crime prevention program would be complete without a component intended to address child, and their problems and schools stem from the same factor. Many successful crime prevention programs were conducted with the assistance of local communities, based on the premise of violence in the neighborhood.

As per Miller and Jesster (2010), crime prevention is a component in a comprehensive community policing approach. There are some crime prevention programs that not only reduce crime but also foster better relationships with the community. Community engagement implies that the police must depart from the professional model, and work with individuals and groups. Community policing dictates that the city become involved in protecting itself. They can form neighborhood watches or patrols, report criminal or suspicious activities become involved in sports or educational activities for disadvantaged or volunteer services.

As stated in the Police Community Relations Manual, Community Policing - An approach to law enforcement designed to prevent and reduce crime by increasing interaction and cooperation between the PNP and the people. The PNP shall be a community and service oriented agency responsible for the maintenance of peace and order and public safety. The PNP shall be so organized to ensure accountability and uprightness in police exercise of discretion, as well as to achieve efficiency and effectiveness of its members and units in the performance of these functions (RA 8551). Community policing is a system that links and bonds the police to the community and creates a stronger and cohesive community interaction. Exchanges of information are fast, due to established police-community relations. Community information or education program are activities designed to disseminate timely and relevant information to the community, improve image, credibility, and provide a psychological environment to support PNP activities on internal and external targets. It utilizes various forms of media to destroy the will of the criminals to continue with their anti-social behavior or criminal activities. Activities include appearances in radio and television programs, dissemination of press releases, and production or distribution of journals, digest flyers, pamphlets, and other informative materials. A key ingredient in COPS is Police Community Relations (PCR). With COPS, the PNP makes the overt efforts to capture the public's sentiment, trust, and confidence. The PNP community-oriented policing efforts have worked if it resulted in effective and sustained community involvement. This will have concrete manifestations especially in the organization of neighborhood watch teams who aided the police in their efforts.

Crime prevention is the anticipation, recognition, and appraisal of a crime risk, and the initiation of action to remove and reduce it. It is an active approach utilizing public awareness and preventive measure to reduce crime. It also reflects a philosophy of self-defense where the police and the community take action before crimes are committed with the purpose of reducing crime, stimulate public awareness concerning crime prevention, and enhance the community. Further, crime prevention works are cheaper, safer, and healthier for the communities to prevent crime than to treat its victims, deal with its perpetrators, lose public health, and productivity. But the responsibility for crime prevention does not fall on one person since it is everyone's business. Law enforcement agencies, however, are the focal point in community crime prevention. They are tasked for the prevention efforts because they are expected to know the type of crime that is happening, where it is happening, and by whom; have the expertise to stop crime before it happens; and can bring community members, police departments, and government officials together (International Association of Campus Law Enforcement Administrators, 2019).

Prevention is the first imperative of justice. Crime prevention consists of strategies and measures that try to decrease the risk of crimes occurring, and their potentially harmful effects on the community, including fear of crime. Crime prevention is a multi-sectoral, multi-disciplinary, and integrated endeavor. The introduction to the Guidelines for the Prevention of Crime states that there is clear evidence that well-planned crime prevention strategies not only prevent crime and victimization but also upgrade community safety and contribute to sustainable development of countries. Capable, responsible crime prevention enhances the quality of life of all citizens (International Association of Campus Law Enforcement Administrators, 2019).

By the United Nations standards and norms on crime prevention, the United Nations Office on Drugs and Crime (UNODC, 2017) actively contributes to international and national efforts to prevent and control crime. UNODC assists requesting member states to heighten the capacity of key crime prevention actors and systems to operate more efficiently, with particular attention to susceptible groups. It also focuses on the development of specialized tools and manuals in support of policy-making and the delivery of technical assistance. Recognizing the multiple causes of crime and as the custodian of the United Nations standards and norms in crime prevention and criminal justice, government leadership at all levels is required to create and maintain an institutional framework for effective crime prevention. Socio-economic development and inclusion refer to the need to integrate crime prevention into relevant social and economic policies, and to focus on the social integration of at-risk communities, children, families, and youth. Cooperation and partnerships between government ministries and authorities, civil society organizations, the business sector, and private citizens are required, given the wide-ranging nature of the causes of crime and the skills and responsibilities needed in addressing them. Sustainability and accountability can only be achieved if adequate resources to establish and sustain programs and evaluation are made available and clear accountability for funding, implementation, evaluation, and achievement of planned results is affected. Knowledge-based strategies, policies and programs need to be based on a broad multidisciplinary foundation of knowledge, together with evidence regarding specific crime problems, their causes, and proven practices.

Crime prevention has been defined as the anticipation, recognition, and appraisal of a crime risk and the initiation of some action to remove or reduce it. Crime prevention means using your instinct, commonsense, and effort to overcome a criminal's opportunity. The Department of Public Safety provides proactive crime prevention programs and safety services to assist members of the campus community in reducing their risks of becoming a victim of crime. A close working relationship among the crime prevention unit, management, patrol, and investigations units, and the campus community is essential to eliminating crime risk. Police-community relations is the positive interaction between members of the Police Department and members of the community. In actuality, Police-Community Relations may be considered as all forms of communication or relations that exist between the Police Department and the community. This involves both negative and positive associations. The negative connections are generally those that are unplanned, break-downs in communication, and obstacles to further interaction situations. The positive relationships are various interactive experiences that stimulate further dialogue and cooperation between the community and police (Cohn, 2012).

OBJECTIVES OF THE STUDY

This study aims to explore the experiences of the Police-Community Relation Officers (PCR), Cebu City. Specifically, it seeks to determine the lessons of the informants in implementing the police-community crime prevention programs, the similar challenges encountered in its implementation, the impact of the implementation of the police-community crime prevention program to the personal, professional, and career to the informant and the community.

RESEARCH METHODOLOGY

The study employed an exploratory-interview method to explore the experiences of the PCR personnel in implementing police-community crime prevention programs.

This study was conducted in Cebu City, the capital city in the island province of Cebu and is divided into the North District and south district with 80 barangays. The land area of Cebu City is 315 square kilometers. According to the 2015 census, the population of the city is 922,611. Cebu City is composed of 11 police stations. The Cebu City Police Office is located at Camp Sotero Cabahug, Gorordo, Cebu City.

The informants of this study were the police personnel who was in charge of PCR programs. The researcher used an interview guide that contains open-ended questions, relating to the experience of PCR officer in the implementation of the different PCR programs. The interview guide was validated by an expert before the interview was conducted.

The proponents asked permission from the City Director of the Cebu City Police Office for approval to conduct an interview with the PCR officers in Cebu City. Before the meeting, the researchers explained to the informants the purpose of the research and how the interview was done. When the participants agreed to be interviewed, the researchers requested him or her to sign the informed consent to signify his or her willingness to proceed with the interview. With the permission of the informant, the researchers used a journal and voice recorder to record the responses of each informant accurately. All interview responses were transcribed, translated and were made part of the appendices.

The researchers reviewed the transcripts several times subjected to Colaizzi's descriptive data analysis for the creation of cluster themes and emergent themes. All transcripts have no identifiable information, and hence, transcript codes were used to identify the participants. The narrations of the informants were coded, and then group into common themes.

Confidentiality and privacy are the prime ethical considerations of this study. All informants were duly informed that all their responses and identity are to remain private. The informed consent form was intended to introduce the research purposes and intent, provide contact information, request for voluntary participation by the informants and confidentiality. It was emphasized that the research informants could terminate the data gathering at any point in time. It was stressed that the informants would receive feedback on results.

RESULTS AND DISCUSSIONS

The foregoing are the experiences of the informants in implementing the police-community crime prevention programs:

The joy of service

This theme deals with the satisfaction of the informants in their job. The informants expressed their joy in their task of implementing police-community crime prevention programs. This theme includes the informant's positive experiences like the positive feedback and positive response of the community to their plans. The informants expressed their gratitude to the city and the local government unit (LGU) for their support on their programs. Their positive experiences are the full participation of the citizens in attending their seminars and lectures, giving useful information to the police and the community that already lost their fear to the police. The informants also expanded their networks and built a partnership with the community. They also have captured the heart of the public that is the primary goal of Police Community Relations.

The Self-Efficacy Theory suggests that people's beliefs on their capabilities produce designated levels of performance exercise influence over events that affect their lives. Attainment of the cooperation of the community on the implementation of police-community crime prevention programs significantly affects the job satisfaction of PCR personnel. Moreover, Oliver (2010), said that extended conception of the citizen involvement through the crime prevention programs acknowledged that the success of police would depend on the participation and cooperation of the public or community in crime prevention matters. Some crime prevention activities were better conducted by residents themselves –notwithstanding the fact the content and thrust of must programs were, and are, shaped mainly by law enforcement agencies.

It's hurting time

This theme comprised the informants' depressing side of their job. The informants expressed their sadness on the negative experiences in the implementation of police-community crime prevention programs. Their negative experiences include non-participation of some citizens, lack of budget from the government for their activities, and negative feedback and negative responses from the community. This theme also consists of those close-minded individuals, those citizens that questioned their credibility and the effectiveness of their programs. Some citizens do not give interest to their plans and do not care in the police community crime prevention programs they implemented. Because of these negative experiences, they felt sad because peace and order is the concern of all. Police officers are interested in crime prevention so the citizens should have participated in the programs.

This relates to the Theory of Self-Efficacy that stated that unachieved goals of a person in his job could lead to job-stress and self-doubts. This explains the negative sentiments of PCR personnel on the non-cooperative residents in the community and the downside of the informants due to some uncooperative residents in the city and the lack of budget from the government.

According to Cohn (2011), the negative relations are generally those that are unplanned, breakdowns in communication, and obstacles to further interaction situation.

This part further shows the experiences of the informants in addressing the challenges encountered in the implementation of police-community crime prevention programs offering my life to my work.

These themes deal with the personal solutions of the informants to the difficulties they faced in the implementation of police-community crime prevention programs. The informants gave their best to achieve success of the application of police-community crime prevention programs. In spite of the challenges they encountered, they keep consistency in continuing their effort of lecturing and

conducting seminars in their area of jurisdiction. They even used their own money for the programs. The informants strongly believed that some citizens still have the chance to change as long as they continue implementing their agenda. One of the informants also proved himself that even he was a not a criminology student he is still capable of the law enforcement profession.

According to Bandura, for a person to achieve or to be successful in something, that person should believe in his capabilities. The level of performance of a person depends upon his potentials and proficiency (Bandura, 2006).

Rained with graces

This theme deals with the organizational solutions and methods of the informants in addressing the challenges in their job. This includes the help and cooperation that the informants got from different sectors of the community. Most of the informants were delighted with the continual support of various areas of the society like in the implementation of police-community crime prevention programs for the programs to be effective. They obtained help from their co-personnel in their every station and divided their tasks in achieving the success of crime prevention by the PCR.

In relation to the Team Performance Theory of Bruce Tuckman (1990), it stated that the group or cooperative condition showed the most significant enhancement of the performance of middle self-efficacy level subjects relative to the other requirements, whereas the goal-setting situation had its most significant effect on the performance of low self-efficacy subjects relative to the other conditions. This supports the idea that through the help of different sections in the police organization and teamwork in the PCR unit despite the challenges, the implementation of police-community crime prevention programs will surely be successful.

United we stand, divide we fall

This theme involves the societal methods that the informants utilized — the informants coordinated with the barangay officials in carrying out their programs in the community. The barangay council willingly cooperated in gathering the residents in the city. The town also had a positive response and participated in the plans. They gave feedbacks and information that was useful for lessening the criminality in the locality. They also gained cooperation and financial support from different sectors of the community like the business sector, the youth sector, the religious sector, and the education sector. Business sectors provided supplies for their office. Education sectors also assisted them in their lectures and seminars into the students of these educational institutions. Religious areas also supported by extending spiritual seminars on the drug surrenderees.

According to Kappeler and Gaines (2012), it is a partnership with the people that assist police with a multitude of problems and social conditions including crime. .

This part present the experiences of the informants on the impact of the implementation of the police-community crime prevention programs to the personal and professional career.

Getting my own crown

The informants expressed their gratitude on the programs because they were able to develop their communication skills and interpersonal interaction. They also expanded their network and contact with the schools, community leaders ,and had a direct connection with the community. The informants utilized their resources for the success of their programs. The relationship with the people in the community creates an interpersonal interaction that will develop individual communication skills better. As PCR it is essential to establish interpersonal interactions to win the heart of the public effectively.

From ugly to beauty

The informants were glad because they were pacified with the negative image of the PNP in the community. The fear of some people to the police was lessening. The district has developed trust to the police. The children do not fear the police anymore. The LGU and the community were thankful for the implementation of the programs. The PCR won the heart and trust of the town. One of the functions of the PCR is to eliminate the negative image of the PNP from the public. Through the never-ending efforts of the implementation of police-community crime prevention programs, public trust will be achieved through PCR.

This part presents the perceived impact of the implementation of the police-community crime prevention programs to the community.

Wrong yesterday, to a better tomorrow

The crime rate in the area of jurisdiction of the informants has decreased based on records. The community became peaceful at night, and the petty crimes in the streets had lessened. The parents and the LGU were thankful because of the program, the town had become safer for everyone. Many had surrendered to the authority on drug-related cases. From the chaotic community they were yesterday, their place is now safe for everybody, which is the goal of the implementation of this program.

In cooperation, there is strength

The community fully cooperated with the programs of the informants. They now give useful information that will be helpful in the investigation and surveillance of the PNP. Many had volunteered to be speakers for free on the lectures and seminars. Some citizens gathered themselves and encouraged others to participate in the conferences and workshops conducted by the PCR. With the full participation of the community, the effectiveness of the crime prevention programs will surely be achieved. Crime prevention is not just the concern of the police organization but also with the city.

According to Kappeler and Gainer (2012), community engagement implies that the police must depart from the professional model, and work with individuals and groups. Community policing dictates that the community become involved in protecting itself. People can become engaged in a variety of ways. They can form neighborhood watches or patrols, report criminal or suspicious activities become involved in sports or educational activities for disadvantaged or volunteer services.

CONCLUSION

The police personnel experienced both the desirable and undesirable aspects of the implementation of the police-community crime prevention programs since it is expected that there will be passivity and resiliency reaction from the community, even though they are the primary beneficiary of the plan above of the police. But despite the undesirable experience, the positive experience has to lead the police personnel to become robust and more mature in dealing with the people to ensure the success in diminishing if not eliminating the crimes in the society.

TRANSLATIONAL RESEARCH

To achieve the success of the implementation of police-community crime prevention program, the following are advanced:

That there will be PCR training about immersion in the community, communication skills, cultural competency, and social interaction for PCR personnel to be useful in implementing police-community crime prevention programs.

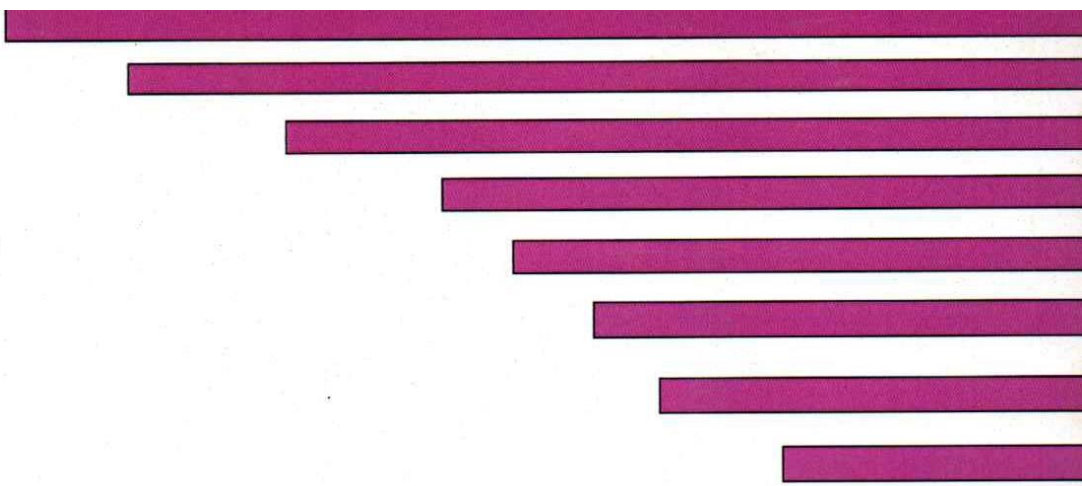
In the community, it is recommended that the schools should promote the PCR programs with their students. The people city should willfully participate with the PCR programs since they are the primary beneficiary of these programs. They must encourage their neighborhood and everyone in the community to promote PCR programs for crime prevention.

In the LGU, it is also recommended that enough financial budget shall be allocated for the police-community crime prevention programs of PCR. The LGU must also promote these programs to their respective jurisdiction to provide awareness regarding PCR programs to each and everyone in the barangays.

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UNIVERSITY OF CEBU-Main Campus
Contact No. 233-8888 loc. 128/255-7777 loc. 127
email address: judygimena@gmail.com
uc.ycsayson@gmail.com

