ECONOMIC EFFICIENCY OF ORGANIC MILKFISH AQUACULTURE AT GUIMARAS ISLAND

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ABSTRACT

This study was conducted to determine the economic analysis of 19 milkfish aquaculture operators in Guimaras to ascertain profitability, sustainability, and productivity of organic intensive aquaculture. Majority of the milkfish growers were sole proprietors and uses extensive production system. Financial performance was measured using Return on Investment (ROI) and Payback Period (PBP) and inferentially described using Pearson's Chi-Square. The organic intensive milkfish aquaculture production system significantly gained the highest ROI and lowest in PBP, followed by extensive, semi-intensive and inorganic intensive aquaculture system which significantly gained the lowest return on investment and significantly highest in payback period. The intensive milkfish aquaculture system that introduced organic feeds commensurate a significant higher productivity and profitability compared to other milkfish aquaculture system. Greater efforts are made with respect to the sourcing of organic raw materials for the feed industry for sustainability of the growth of the aquaculture sector in the province and Philippines but its formulations must be further improved for better feed conversion efficiency and to minimize environmental impacts.

Keywords: Milkfish, Aquaculture System, Organic, Profitability, Productivity, and Sustainability

INTRODUCTION

Background of the Study

Feeding is employed when natural food, enhanced by fertilization, becomes inadequate. The aquaculture feed industry depends on local rice, corn and copra meal and imported soybean meal and wheat by-products. Fishmeal is either imported or locally sourced. Fish farmers use commercially manufactured feeds, farm-made feeds as well as raw, unprocessed feedstuffs. Farm-made feeds or single-feed ingredients are used as feed for milkfish, shrimps, crabs, and tilapia in extensive and modified extensive farming systems (Chavoso, 2007).

Commercial feeds are used in the semi-intensive and intensive culture of milkfish, tilapia, and shrimp. In 2004, there were 505 registered feed mills in the Philippines. Of these, 395 were commercial feed manufacturers, while the remainder was smaller, non-commercial feed producers. Of the 395 commercial feed manufacturers, 78 (20 percent) produce aqua-feeds. The production capacity of the aquafeed milling industry is 3.81 million tones/year, which far exceeds the 2003 production of approximately 204,395 tones. The major constraints facing the aqua-feed industry are the high and volatile costs of raw materials that lead to high feed costs and reduce the demand for feed. Collectively, these factors affect fish production. Data for 2003 show that some 28,800 tons of commercial feeds were consumed by tilapia, milkfish and tiger shrimp. However, these figures exclude farm-made feeds, imported feeds and feed sales by the smaller feed producers (Chavoso, 2007).

Fish production costs are significantly lower in extensive systems (Php19.27/kg), which rely mainly on fertilization and are highest in intensive systems (Php34.44/kg) due to high feed input and installation of life support systems. The intensive type of aquaculture gained significant lower ROI than extensive but as to stocking density, intensive was significantly higher than extensive. The high variable cost of intensive aquaculture (cost of feeds) greatly influence profitability in which fish farmers tends to increase fish farm gate price in order to sustain aquaculture production and operation (FAO, 2007).
Therefore, it is an aim of this paper to determine the Economic Efficiency of Organic Milkfish Aquaculture as a support to the program of Guimaras province.

Objectives of the Study

The study determined the Economic Efficiency of Milkfish Production in Guimaras and an option for Organic Aquaculture. Further, the study : (1) determined the profile of Milkfish Aquaculture farmers in Guimaras, (2) determined the economic performance of Milkfish Aquaculture in Guimaras, when classified as Inorganic Intensive, Extensive and Semi-Intensive systems, and (3) determined the significant difference on the Economic Performance of Milkfish Aquaculture in Guimaras when grouped according to: Organic Intensive System, Inorganic Intensive System, Extensive System and Semi-Intensive System.

METHODOLOGY

This study made use of descriptive research design. This method is an application of the results and testing the efficiency of theories and principles. It refers to scientific study and research that seeks to solve practical problems. Applied research is defined as systematic study to gain knowledge or understanding necessary to determine the means by which a recognized and specific need may be met. The investigation of some phenomena to discover whether its properties are appropriate to a particular need or want. In contrast, the basic research investigates phenomena without reference to particular human needs and wants. Applied research is used to find solutions to everyday problems, cure illness, and develop innovative technologies. Unlike basic research, applied research aims to address and answer real-world problems. Importantly, applied research is, like basic research, based on previous theory (Assessment of the Department of Defense Basic Research 2005).

The study was conducted in the municipalities of San Lorenzo, Sibunag, Buenavista, Jordan, and Nueva Valencia, Guimaras province. The participants of the study were the 19 operators of aquaculture ponds intended for Bangus or milkfish production. These fishpond operators were identified by collecting profile data from a survey conducted in the area using appropriate procedures. The fishermen and operators of the fish cage (net pen) and pond aquaculture identified in the selected areas served as the samples of this study. This was utilized since the characteristics of the total population were the same as to the actual respondents.

The study utilized snowball sampling method utilizing key informants (KI's), in which a referral of one to the next milkfish aquaculture operators was dependent and only those identified operators who passed the criteria set by the researcher was included in the study, specifically, the willingness to participate and with the time allotment provided to the respondents during the time of the interview.

The data were gathered in the selected areas, with a Key Informant's (KI's) who were practitioners and recommended by a reliable sources. The researcher personally collected the data from each participant. The willingness to participate and the time allotment of the respondents were considered to ensure the gathered data was valid and reliable. The data collected was encoded, tabulated and organized for statistical and financial analysis. In addition to the interviews conducted, secondary data were gathered used relative to the information such as capitalization; size of the fish farm; types of aquaculture system; types of ownership; production in kg, Fish farm gate price/kg, Variable cost and fixed cost.

To determine the profile of Milkfish Aquaculture Farmers, frequency, percentage, mean and range were used. To determine the economic performance of Milkfish Aquaculture in Guimaras, when classified as Intensive, Extensive and Semi-Intensive systems, the Return on Investments and payback period was computed. To determine the economic performance of Organic Intensive Milkfish Aquaculture in Guimaras, Return on Investments and Payback period was computed. To determine the significant difference on the Economic Performance of Milkfish Aquaculture in Guimaras when grouped according to: Organic Intensive, Inorganic Intensive, Extensive and Semi-Intensive, Pearson's Chi-Square Test at 0.05 alpha level was used.

RESULTS AND DISCUSSIONS

Data in the table 1 presents the profile of milkfish growers. Among the 19 respondents who participated in the survey, they were distributed in terms of different aquaculture production system such as extensive production system with 12 (63.2%) respondents, followed by semi-intensive production system with four (4) or 21.1% and the least was intensive production system with three (3) or 15.8% respondents. This only meant that the fishpond production practices in Guimaras involve large area of coverage among the owners. In terms of ownership, majority were solely owned by single individuals with 15 or 78.9%, followed by three (3) or 15.8% owned by public and one (1) or 5.3% owned by a corporation.

Table 1. Profile of the milkfish growers

Profile of the Milkfish Growers		Frequency	Percent
Types of aquaculture production system	Extensive	12	63.2
	Intensive	3	15.8
	Semi-Intensive	4	21.1
Mode of Ownership		19	100
	Sole Proprietorship	15	78.9
	Corporation	3	15.8
	Public	1	5.3
Total		1	100

In terms of capitalization of the milkfish growers when categorized as to the form of ownership and aquaculture production system, results revealed that the corporate form of ownership has a mean capitalization of Php1,200,000.00 and for semi-intensive production system, while the sole proprietorship milkfish aquaculture was practicing different aquaculture production system in which for extensive type, the mean capitalization was Php366,703.00 having a range from Php 120,000.00 to Php 750,000.00 while the semi-intensive system has Php591,356.00 with a mean capitalization of at least Php80,000.00 to Php900,000.00, but the public intensive and semi-intensive milkfish aquaculture system have a mean capitalization of Php80,000.00. The result implies that variation in capitalization requirements for milkfish aquaculture was based on the various considerations of aquaculture production system, culture, environment, and form of ownership. Data are presented in Table 2.

Table 2. Capitalization of the milkfish growers in Guimaras by ownership and production system for 3 years operation

		Capitalization of Different Aquaculture Systems Extensive (n=12)	Intensive (n=3)	Semi-intensive (n=4)
Corporation (n=3)	Mean	--	--	1,200,000.00
	Minimum	--	--	--
	Maximum	--	--	--
Sole proprietorship (n=15)	Mean	366,703.00	1,254,754.00	591,356.00
	Minimum	120,000.00	40,000.0	80,000.00
	Maximum	750,000.00	1,500,000.0	900,000.00
Public (n=1)	Mean	--	80,000.00	80,000.00
	Minimum	--	--	--
	Maximum	--	--	--

The Financial performance of the Milkfish Growers in Guimaras

Table 3 shows the financial performance of the Milkfish Growers in Guimaras in terms of different aquaculture production system. Findings revealed that in terms of Return on Investment (ROI), inorganic intensive aquaculture gained 0.29 wherein it was lowest among other systems followed by an extensive system with 0.34 ROI and semi-intensive system gaining 0.30 ROI. The payback period (PBP) of the production cycle for an extensive system was 2.97, semi-intensive was 3.61 and an inorganic intensive system was 4.42 years. The results meant that organic intensive milkfish aquaculture system gave a higher profitability and productivity compared to other aquaculture systems of milkfish (Table 4).

Table 3. The Financial performance of the Milkfish Growers categorized as to aquaculture production system

Economic Data	Semi-Intensive	Aquaculture Production System	
		Extensive	Intensive (Inorganic)
Production (in kg)	7,581.27	4,502.78	3,584.41
Fish Farm Gate Price (Php)	87.11	80.00	96.45
Sales (Php)	660,404.43	319,967.55	345,698.42
Total Production Cost (Php)	494,585.64	222,529.77	215,729.69
Capitalization (Php)	544,074.07	284,375.00	446,666.67
Profit/Crop (Php)	165,818.79	97,437.78	129,968.73
Return on Investment	0.3	0.34	0.29
PBP (production cycle)	3.61	2.97	4.42

Financial Performance Analysis

The distinction between fixed and variable costs is useful when conducting partial budget analysis, which investigates the impact of small changes on profit. For hazards and managerial decisions with longterm impacts, fixed costs and variable costs are needed to generate financial statements for the budget period. In addition to profitability, measures of solvency, liquidity and cash flow can be derived from financial statements including enterprise budgets, income statements, cash flow statements and balance sheets over a budget period. Variable costs include production costs, costs of goods sold and even expenses not directly tied to the production of products or services but that vary with production volume. The variable costs associated with a hazard can include a decrease in sales resulting from unsalable products. For market hazards, variable costs could include increases in the cost of seed stock, brood stock, feed or water. Production threats could include low food conversion ratios (FCR) that result in increased feed requirements or lower production output. Additional labor could also be required in response to production threats.

Classifying costs as either fixed or variable will depend on the nature of a farm's business. For example, in an economics study (Kamet al., 2002), rent was treated as a variable cost because the amount of rent charged was based on a percentage of gross revenue. While a salaried personnel is considered fixed costs, hourly labor and commission based compensation are variable costs. Consequently, cost items like personnel expenditure may require further detail to specify the portion that is fixed vs. variable (e.g. salary vs. wages).

Data in Table 4 presents the significant differences on the financial performance of the Milkfish Growers when grouped according to selected profile variables such as Aquaculture production system and types of ownership. In terms of average payback period and the average return on investment of milkfish growers in three different aquaculture systems found to have a significant difference given x2 value of 126.03 and 126.31, respectively with the same 0.00 alpha values. The result means that aquaculture production system of milkfish aquaculture production significantly affects the financial performance in terms of average return

on investment and payback period as indicators. Further, the result simply suggests that utilization of organic feeds for extensive aquaculture significantly gave a higher promising return on investment compared to the semi-intensive and intensive system.

Depending on the level of management inputs (especially in feeding, fertilization and liming), pond culture systems can be classified as extensive, semi-intensive, or intensive. Return on investment for each other differ depending on the level of input. The result is supported by the result of the study of Amos and Bolorunduro in 2000, that using extensive culture system when food base of a pond is exclusively dependent on nature without supplementation (either by feeds or fertilizer) the culture system is an extensive one. Extensive culture attracts less cost, 1 but often less productive and less profitable. In terms of Semi-intensive culture system: in this system, there is occasional supplementary feed addition and natural food supply is augmented with animal's manure. This attracts more cost but better productivity and profit are assured compared with the extensive culture system. Intensive culture system: this system demands the highest level of management input. Protein rich feeds are intensively applied following appropriate recommended rates. The ponds are occasionally disinfected against parasites and diseases. Fish grow very fast when intensively managed and grow least in extensive management. Intensive culture system requires high expertise. It also demands a high level of supervision. Investment cost is comparatively higher because of the higher cost of feeds but introducing a lower cost of feeds (nutrient content was certain) for intensive aquaculture will commensurate higher productivity and profitability.

Table 4. The significant difference on the financial performance of the Milkfish Growers classified according to different aquaculture system

Financial Performance	X^2	Aquaculture System p-value	Remarks
Average Payback period	126.03	0.00	Significant
Average Return on Investment	126.31	0.00	Significant

>0.05 level of significance

CONCLUSIONS

The variation in capitalization requirements for milkfish aquaculture was based on the various considerations of aquaculture production system, culture environment, and form of ownership. The extensive milkfish aquaculture system commensurate a significant higher productivity and profitability compared to other aquaculture practices.

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PARTNERS RELATIONSHIP: SIGNAL ON VIOLENCE AGAINST WOMEN

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ABSTRACT

The issue of Violence Against Women (VAW) is evident among the crimes committee in the Philippines. This study was conducted to determine the partner's relationship, signal on Violence Against Women. The respondents were the female faculty members and staff taken from different colleges and departments of Guimaras State College. The respondents were classified according to age, civil status, length of service, educational attainment, nature of employment, status of employment, religion, residence, monthly take home pay and dwelling/house. The data gathering instrument was a researcher made questionnaire on violence against women. Majority of the respondents were young, single, bachelor's degree holder and mostly were regular staff with 10 years and below experience. Most reside in Poblacion or City, have low income and a home. Furthermore, check on you by calling, driving by, or getting someone else to have low indications of violence against women. There were no significant differences in the indicators of violence against women female faculty and staff when classified according to age, length of service, civil status, nature of employment, status of employment, religion, residence, monthly take home pay and dwelling/houses.

Keywords: Violence, women, partners, relationship

NTRODUCTION

Background of the Study

Violence Against Women is increasing quickly that takes a big effect not only to women themselves, their family and their household but also to the economy and productivity of the region and society. In the Philippines, there are implemented laws to protect women's rights and prevention of violence against women. The government has built campaigns and programs to strengthen their call of action for this phenomenon. But despite of this, Philippines is one of the countries that have the most number of cases of violence against women.

Violence Against Women has been existing many years ago in many forms. This includes psychological, emotional or verbal abuse. This can also be limitation or denial of access to resources or money of partners, restraint of normal activities or freedom, isolation from friends and family, sexual coercion or assault, threats to kill or to harm, and physical intimidation or attacks of partners. In extreme cases, domestic violence may result in the severe damage and death of a partner.

The terms of domestic violence, VAW and spouse abuse were used interchangeably. Some scholars and activists consider the term spouse abuse inappropriate. They assert that because the term is gender-neutral—that is, it can refer to abuse of either husband or wife—it gives the impression that men are as likely as women to be victims of abuse, however, police and hospital records indicate that the majority of victims of domestic violence are women, and experts use the term violence against women to refer to domestic violence. This view of violence in intimate relationships was a problem of coercive control of women by their partners.

The factors most closely related to Violence Against Women are the youth of both the offender and the victim (between 18 and 30 years old), low income, growing up in a violent family, alcohol or substance abuse, unemployment, sexual difficulties, and low job satisfaction. While no single personality factor causes domestic violence, offenders committing the most serious abuse tend to have antisocial personality disorders. People with such disorders have an impaired ability to feel guilt, remorse, or anxiety.

According to the study conducted by Infante and Junco (2017), Out of 112 victims in the province of Guimaras, 42.86% suffered from physical violence, 34.82% experienced psychological violence, 8.92% suffered from RA9262, 5.36% experienced acts of lasciviousness, 2.68% suffered economic violence, 1.79% experienced adultery and concubinage, and 8.9% experienced violation on temporary protection order, and rape.

Between 2010-2011, cases of VAW reported to the Philippine National Police (PNP) declined by 14.3% (from 15,104 in 2010 to 12,948 in 2011) and in 2012, VAW cases reported to PNP rose to 23.3% (from 15,969 in 2010) (PNP Women and Children Protection, 2014). Among the different regions, Region 6 (Western Visayas) posted the highest reported VAW cases (PCW, 2013). Hence, this was conducted.

Statement of the Problem

This study determined the abusive partners' relationship signal on Violence Against Women among faculty and staff of Guimaras State College, Guimaras, Philippines for the Academic Year 20162017. Specifically, it determined (1) the profile of the female respondents in terms of age, civil status, length of service, educational attainment, nature of employment, status of employment, religion, residence, monthly take home pay and dwelling, (2) indicators on violence against women when taken as a whole and when classified according to age, civil status, length of service, educational attainment, nature of employment, status of employment, religion, residence, income, and dwelling (3) differences in the indicators on violence against women when taken as a whole and when classified according to age, civil status, length of service, educational attainment, nature of employment, status of employment, religion, residence, income, and dwelling.

METHODOLOGY

The descriptive method of research was used in this study. Descriptive method of research is a fact-finding study with adequate and accurate interpretation of the finding. It describes with emphasis on what actually exists such as current conditions, practices, situations or any phenomena (Gregorio 2015). As a descriptive study, the comparative research was used to find out if there were differences among respondents' personal variables to the indicators on violence against women. The respondents were the 85 female faculty and staff taken from different colleges and departments of GSC. The instrument used in this study was the researcher made questionnaire on indicators of violence against women. It was based on the RA 9262 Anti-Violence against Women and their Children Act of 2004. Part I was on the personal factors of the female respondents and part II was on the indicators of violence against women. The instrument had undergone validity and reliability. The statistical tools used were the frequency count, percentage, mean, t-test and ANOVA with the aid of computers' Statistical Package for Social Sciences Software (SPSS). The level of significance was all set at 0.05 alpha.

RESULTS AND DISCUSSIONS

The data in Table 1 shows the demographic profile of the women respondents. Out of the 85 women respondents, 63.5% were young with ages 35 years old and below, hence, many of them were single. Majority of them were hired as contractual faculty with highest educational attainment of bachelor's degree working in this College for not more than 10 years having a monthly income of 11,000 and below yet, they owned a house. Furthermore, most of the women respondents were catholic residing at barangays.

Table 1. Profile of the respondents

Variable	Frequency	Percent
Age :		
Young (35 years old and below)	54	63.5
Old (36 years old and above)	31	36.5
Total	85	100.0
Civil status:		
Single	45	52.9
Married	40	47.1
Total	85	100.0
Length of Service:		
Short (10 years and below)	57	67.1
Long (11 years and above)	28	32.9
Total	85	100.0
Educational Attainment:		
Bachelors Degree	45	52.9
M.A./M.S. Degree	33	38.8
Ph.D./Ed.D. Degree	7	8.2
Total	85	100.0
Nature of Employment:		
Faculty	54	63.5
Employee/staff	31	36.5
Total	85	100.0
Status of Employment:		
Regular	41	48.2
Contractual	44	51.8
Total	85	100.0
Religion:		
Catholic	53	62.4
Non-catholic	32	37.6
Total	85	100.0
Residence		
Poblacion/City	29	34.1
Barangay	56	65.9
Total	85	100.0
Monthly Take Home Pay		
Low (11,000 and below)	54	63.5
High (more than 11,000)	31	36.5
Total	85	100.0
Dwelling/house		
Owned	65	76.5
Rented	20	23.5
Total	85	100.0

Indicators of Violence against Women as a Whole

The indicators of Violence Against Women (VAW) among female faculty and staff when taken as a whole were described as low indication of VAW in Guimaras State College. Data in table 2 reveal that men keep checking women by calling, driving by or getting someone else to check on them. Moreover, they also read their partner's mail/email and text messages, and always insist to know who they are talking with on the phone. Further, men go to places with women or send someone just to keep an eye on what they are doing. This means that men tend to be possessive and conscious with their partners whereabouts.

Based on records from the provincial WCPD Office, common problems which caused violence at home were jealousy, misunderstanding, and family trouble in which most (90%) of the perpetrators were reported to be under influence of alcohol.

Table 2.Indicators of Violence against women

Items	Mean	Description
1. Read your mail/emails facebook, and check your cellphone messages.	1.56	Low
2. Tease you in a hurtful way in private or in public?	1.11	Low
3. Call you names such as —gaga‖ —stupid‖, —bitch‖, —tangal‖, —mango‖, etc.	1.07	Low
4. Accuse you of being interested in other guys or someone else?	1.16	Low
5. Check on you by calling, driving by, or getting someone else to?	1.78	Low
6. Gone places with you or sent people just to—keep an eye on what you are doing‖?	1.39	Low
7. Always insist on asking who you are talking with on the phone?	1.36	Low
8. Blame you for his problems in the workplace and in the home?	1.13	Low
9. Hit walls, shout out loud, or do other things that will scare you?	1.16	Low
10. Use illegal drugs or insist that you use drugs with him?	1.05	Low
11. Do not trust you, go through your purse/wallet, or other personal papers?	1.12	Low
12. Keep money from you, keep you in debt, or have —money secrets‖?	1.21	Low
13. Kept you from getting a job, or caused you to lose a job?	1.07	Low
14. Threaten to hurt you, your family, friends, or pets?	1.06	Low
15. Force you to have sex with him even though you do not want to or not feeling well?	1.08	Low
16. Threaten to kill you or himself if you will leave him ?	1.08	Low
17. Acts good in front of other people and another way when you are alone?	1.32	Low
18. Cause the loss of your friends because of your partner and stay out of touch with friends?	1.09	Low
19. Force you to have sex in ways/positions that you do not want to?	1.07	Low
20. Hurt you in private or making attempt of boxing or spanking you?	1.07	Low
21. Act jealous of your friends, family, relatives or co-workers?	1.27	Low
22. Often drink and insist that you drink with him?	1.09	Low
23. Cause the loss of your family member and relatives because of your partner/ cause you to stay out of touch with your family and relatives	1.07	Low
24. Call you in mean names that could embarrass you.	1.12	Low
25. Get angry easily and blame you for his bad mood?	1.14	Low
Indicators of Violence Against Women	1.19	Low

Scale: 1.00-1.33 Low, 1.34-1.66 Moderate, 1.67-2.00 High

Indicators of Violence Against Women According Variables

To determine the indicators of VAW when classified according to age, civil status, length of service, educational attainment, nature of employment, status of employment, religion, residence, monthly take home pay and dwelling/house the researcher used the mean.

The data in Table 3 shows that young women having an age ranging from 35 years old and below were more prone to violence than those Old. Moreover, married ones were more subjected to violence than those single ones. According to the representative of Gabriela (2018), a nationwide alliance of more than 200 women's organizations plus chapters and support groups of Filipino women and non-Filipino in various continents of the world, the different family factors that affect violence against women are marital instability and marital conflict of partners that can lead to physical abuse. Women with highest educational attainment of bachelor's degree with 11 years and above of working experience employed as regular staff and with monthly income of 11,000 and below were more subjected to violence.

There are different factors worldwide causative to violence against women according to some studies. Age, relationship separation, income and foregoing oppression are few of the influencers of violence against women in Nigeria (Odapelo, et.al 2011). On the other hand, the common factors in Bangladesh are age, education, wealth index, religion and marrying age (Islam, et.al, 2013). Additionally, educations of women, violence witnessing, husband's high level of control, vices, religion are the prevalent modifiers of women violence in Ghana (Tenkorang, 2013).

Table 3.Indicators of violence against women according to variables

Variable	Mean	Description
Age		
Young (35 years old and below)	1.19	Low
Old (36 years old and above)	1.18	Low
Civil status		
Single	1.14	Low
Married	1.24	Low
Length of Service		
Short (10 years and below)	1.18	Low
Long (11 years and above)	1.20	Low
Educational Attainment		
Bachelors Degree	1.20	Low
M.A./M.S. Degree	1.19	Low
Ph.D./Ed.D. Degree	1.07	Low
Nature of Employment		
Faculty	1.16	Low
Employee/staff	1.23	Low
Status of Employment		
Regular	1.19	Low
Contractual	1.18	Low
Religion		
Catholic	1.19	Low
Non-catholic	1.18	Low
Residence		
Poblacion/City	1.20	Low
Barangay	1.18	Low
Monthly Take Home Pay		
Low (11,000 and below)	1.19	Low
High (more than 11,000)	1.17	Low
Dwelling/house		
Owned	1.19	Low
Rented	1.16	Low

Scale: 1.00-1.33 Low, 1.34-1.66 Moderate, 1.67-2.00 High

Differences in the indicators of VAW of Female Faculty and Staff Classified According to Variables

To find out the differences in the indicators of VAW when classified according to age, civil status, length of service, educational attainment, nature of employment, status of employment, religion, residence, monthly take home pay and dwelling/house the researcher used the independent sample t-test.

There were no significant differences in the indicators of VAW female faculty and staff when classified according to age (t-test 0.085, p-value 0.933), length of service ($t = 0.333$, $p = 0.740$), civil status ($t = 1.733$, $p = 0.104$), nature of employment ($t = 1.331$, $p = 0.187$), status of employment ($t = 0.098$, $p = 0.922$), religion ($t = 0.275$, $p = 0.784$), residence ($t = 0.303$, $p = 0.763$), monthly take home pay ($t = 0.374$, $p = 0.710$) and dwelling /houses ($t = 0.513$, $p = 0.610$). The p-values were greater than 0.05 which meant that there were no significant differences in the indicators of VAW of female faculty and staff of GSC when classified according to age, civil status, length of service, educational attainment, nature of employment, status of employment, religion, residence, monthly take home pay and dwelling/house. Despite the differences in their personal attributes yet they have the same perception that they have not encountered some of the attributes of violence against women. The data are shown in Table 4.

Table 4.Differences in the indicators of VAW of female faculty and staff classified according to variables

Variables	Mean	Df	t-ratio	p-value	Remarks
Age					
Young	1.19	83	0.085	0.933	Not Sig.
Old	1.18				
Civil status					
Single	1.14	83	1.733	0.104	Not Sig.
Married	1.24				
Length of Service					
Short	1.18	83	0.333	0.740	Not Sig.
Long	1.20				
Nature of Employment					
Faculty	1.16	83	1.331	0.187	Not Sig.
Employee/staff	1.23				
Status of Employment					
Regular	1.19	83	0.098	0.922	Not Sig.
Contractual	1.18				
Religion					
Catholic	1.19	83	0.275	0.784	Not Sig.
Non-catholic	1.18				
Residence					
Poblacion/City	1.20	83	0.303	0.763	Not Sig.
Barangay	1.18				
Monthly Take Home Pay					
Low (11,000 and below)	1.19	83	0.374	0.710	Not Sig.
High (more than 11,000)	1.17				
Dwelling/house					
Owned	1.19	83	0.513	0.610	Not Sig.
Rented	1.16				

<0.05 level of significance

Differences in the Indicators of Violence Against Women of Female Faculty and Staff Classified to Educational Attainment

There were no significant differences in the indicators of VAW educational attainment (F = 1.025, p = 0.363). The p-value was greater than 0.05 meant that there were no significant differences in the indicators of VAW of faculty and staff of Guimaras State College when classified according to civil status and educational attainment. The data are shown in Table 5.

Table 5.Differences in the Indicators of VAW of Female Faculty and Staff Classified to Educational Attainment

Educational Attainment	Sum of squares	Df	Mean squares	F-ratio	p-value	Remarks
Between groups	0.097	2	0.048	1.025	0.363	Not Significant
Within groups	3.87	82	0.047			
Total	3.967	84				

<0.05 level of significance

CONCLUSIONS

There were indicators of violence against women (VAW) among female faculty and staff. There were low indicators of VAW when female respondents were classified according to age, civil status, length of service, educational attainment, nature of employment, status of employment, religion, residence, monthly take home pay and dwelling/house. There were no significant differences the indicators of VAW when classified according to age, civil status, length of service, educational attainment, nature of employment, status of employment, religion, residence, monthly take home pay and dwelling/house. Despite the differences in their personal attributes yet they have the same perception that they have low encounter on some of the attributes of violence against women.

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GROWTH AND YIELD PERFORMANCE OF POTTED BELL PEPPER APPLIED WITH BIOCHAR

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ABSTRACT

Biochar is a charcoal used as a soil amendment. It is a stable solid, rich in carbon, and can endure in the ground for thousands of years. The process of producing biochar is the same when making charcoal, but with the aid of a modified burner. This study was conducted to determine the growth and yield performance of potted bell pepper using Biochar as soil amendment. The growth parameters were plant height (cm.) and leaf growth while the yield parameters were fruit weight (grams) and fruit diameter (cm.). The research design was Complete Randomized Design. There was no significant difference in the growth performance during the first data gathering, but the number of leaves showed a significant difference, wherein bell pepper planted on a soil media added with different levels of Biochar showed better performance than those with no Biochar. Furthermore, a significant difference was observed during the second to fourth data gathering for both plant height, and leaves. The potted bell pepper applied with different levels of Biochar showed better performance than those with no Biochar applications. As to yield performance of bell pepper, the fruit diameter and weight showed a significant difference when because some bell peppers without biochar additive did not bear fruits. Therefore, the different levels of Biochar application as soil amendment significantly resulted in better yield performance of bell pepper up to the fourth harvest. The Biochar applications of up to 3.0kgs significantly resulted in better growth and yield performance of the potted bell pepper.

Keywords: biochar, bell pepper, growth, yield

INTRODUCTION

Background of the Study

Black carbon produced through pyrolysis of organic materials is known as 'biochar' (Lehmann, Gaunt & Rondon, 2006). Biochars are carbon-rich materials that were produced through heating under high temperature in the absence of oxygen (pyrolysis) of biomass (Lehmann, 2007; Laird, Brown, Amonette & Lehmann, 2009). Pyrolysis of organic residues is perceived to be an alternative to produce energy as well as return carbon and nutrients to the soil (Laird, 2008). The process produces gases, bio-oil and biochar that can be used as fuel sources (Ioannidou & Zabaniotou, 2007). Biochar has highly condensed aromatic structures that are resistant to decomposition in soil (Baldock & Smernik, 2002; Lehmann, et al., 2006) and has the ability to sequester some of the applied carbon for even hundred years (Lehmann, et al., 2006). This can be produced from a wide range of biomass materials under different conditions resulting to different soil amendment values (Baldock & Smernik, 2002; Nguyen, Brown & Ball, 2004; Guerrero, Ruiz, Alzueta, Bilbao, & Millera, 2005).

There has been an increasing interest on the use of biochars in agriculture as soil amendments to improve and maintain soil fertility and to increase soil carbon sequestration (Chan et al., 2008). Its use offers an opportunity to reduce the potential negative impacts of biomass removal for energy production on soil quality (Lehmann, 2007; Laird, 2008). Application in soils has the potential to increase soil waterholding capacity. Biochar could retain more water increasing crop production in non-irrigated dryland regions (Jeffery, et al., 2011), and decreasing the required volume of irrigation water to grow crops in irrigated regions (Basso, Miguez, Laird, Horton & Westgate, 2013). Biochar is thought to resist microbial degradation (Sombroek, et al., 1993; Schmidt & Noack, 2000; Baldock & Smernik, 2002; Lehmann et al., 2006). Therefore, the N content of biochar may not be available for plant use (Gaskin et al., 2010).

Studies reported that application of high amount of carbon (C) could cause nitrogen (N) immobilization (Gaskin, et al., 2010). A decrease in plant tissue N in cowpea treated with biochar was observed in the study of Lehmann, et al. (2003). In the study of Rondon, Lehmann, Ramírez & Hurtado (2007), they also observed that high application rates of biochar (90 g kg–1) decrease biomass and N uptake of common beans. Biochar is similar to charcoal and hence may pose similar effects (Gaskin, et al., 2010). Researches on charcoal in soils indicates that charcoal has important effects on application exchange capacity (Liang et al., 2006), soil water retention (Glaser, Lehmann & Zech, 2002; Jeffery, et al., 2011), soil fertility (Steiner et al., 2007), and soil biology (Pietikäinen, et al., 2003; Warnock, Lehmann, Kuyper & Rillig, 2007).

Biochar exhibits various potentials based on some studies conducted in other countries. However, little had been known about the effects of biochar on plant growth and yield particularly in tropical countries like the Philippines. Hence, the study focused on the growth and yield performance of bell pepper as test crop applied with different levels of biochar. We hypothesized that the application of biochar made from carbonized rice hulls will positively affect the growth and yield of potted bell pepper due to changes in soil fertility and plant nutrient status.

Objectives of the Study

Generally, this study aims to determine the growth and yield performance of potted bell pepper applied with different levels of biochar. Specifically, it aimed to determine the: (a) Growth performance of potted bell pepper applied with different levels of biochar in terms of plant height (centimeters), number of leaves, planting to flower initiation (days), flowering to fruiting (days), fruiting to maturity (days); and (2) Yield performance of potted bell pepper applied with different levels of biochar in terms of weight of fruit (grams), average diameter of fruits (centimeters), average number of fruits per plant and yield per plant.

MATERIALS AND METHODS

Materials

The materials used in the study were bell pepper (OPV), biochar (carbonized rice hull), plastic plots, foot bath, disinfectant, bamboo sticks, twine straw, spades, shovels, seed trays, sprinkling cans, pruning shears, meter stick, tape measure, weighing scale, pen and record book.

Methods

The first thing done was to collect and do laboratory analysis of the soil samples. The soil samples were collected from the site where the soils will be taken. Five (5) representative soil samples were taken to form one (1) composite soil sample. After processing the soil sample, it was sent Soils Laboratory for analysis for determination of Nitrogen-Phosphorous and Potassium (NPK) contents of the soil.

The study used Complete Randomized Design (CRD) with four (4) treatments replicated five (5) times. Each treatment had five (10) potted bell pepper plants with five (5) plant samples. The treatments used were: Treatment A – 1 kg biochar, Treatment B - 2 kgs biochar, Treatment C – 3 kgs biochar, and Treatment D – Control.

The garden soil was collected from the site where the soil samples were taken for laboratory analysis. The soil was then sterilized by heating the soil to eliminate the harmful microorganisms or soil born organisms that can affect the seed germination.

Soil media used for sowing was a combination of 1/3 garden soil, 1/3 carbonized ricehull and 1/3 compost. The materials were cleaned of plant residues and stones, or other impurities, and were mixed and pulverized thoroughly before placing inside the seedbox. The soil media was then watered and sown with seeds.

The greenhouse was disinfected by applying chemical disinfectant. This was done prior to the placement of

pots filled with garden soil inside the greenhouse. A foot bath was placed at the entrance of the greenhouse to avoid pests and diseases from entering the place that might be carried by the researchers or other people visiting the area.

Polyethene pots measuring 12 x 12 x 15 inches were used in the study. They were placed inside the greenhouse and were filled with biochar according to their assigned treatments. The seedlings were transplanted the moment they had 4-5 true leaves. There were two (2) seedlings per pot. The plants were thinned to have one seedling per pot. The potted plants were arranged in the area at a distance of 30 cm between rows and 30 cm between hills. A walkway of 60 cm was provided for easier movement inside the greenhouse. It was done in the afternoon where the sun is not too hot to avoid seedling shock. It was watered immediately to promote good root-soil contact and to maintain good texture and condition.

Bamboo stick was placed beside the plants to serve as support. The plants were tied to the sticks using plastic twine. Since bell pepper is less tolerant to drought, it was watered every day early in the morning and late in the afternoon with the aid of sprinkler. Pruning was conducted when dead branches and dried leaves were observed. It was done from the vegetative stage until maturity with the use of pruning shear. The weeds are controlled by just cutting them. This is to avoid the plants from being disturbed when the weeds are pulled near the base of the plant. The bell pepper was harvested 60-80 days after transplanting. The fruits were harvested when they have deep green color turning dull or red. Harvesting was done early in the morning with 3-4 days harvest interval.

The following growth and yield parameters were gathered for the whole duration of the study:(a) Plant height (cm); (b) Number of leaves; (c) Days from planting to first flowering; (d) Days from flowering to first fruiting; (e)Days from first fruiting to maturity; (f) Weight of fruit (g) Diameter of Fruits (cm); and (h) Number of fruits per plant.

All data gathered were subjected to analyses of variance using One-Way Analysis of Variance at 1% and 5% level of probability. Comparison of treatment means was done using Duncan's Multiple Range Test (DMRT).

RESULTS AND DISCUSSIONS

Initial chemical properties of the soil

Initial chemical analysis of the soil used as the potting medium is shown in Table 1. Chemical analysis showed that the soil used was slightly acidic (pH = 4.8.1) with low total N (0.10%), P (0.01%) and K (1%).

Table 1. Initial chemical properties of the soil before the experiment.

Property	Amount
pH	4.81
Total (%)	
N	0.10
P	0.01
K	1.00

Chemical properties of biochar (CRH)

The chemical properties of biochar (CRH) are shown in Table 2. The biochar derived from carbonized rice hull (CRH) had a strongly alkaline pH (8.89). It had very high organic carbon (OC) (28.03%), low total N (0.55%), P (0.07%) and K (0.48%) with low concentrations of Ca, Mg and Na.

Table 2. Chemical properties of biochar (carbonized ricehull) (Rollon, Galleros, Galos, Villasica & Garcia, 2017).

Property	Amount
pH	8
OC (%)	28.03
Total (%)	
N	0.55
P	0.07
K	0.48
Ca	Trace
Mg	0.01
Na	0.03

Plant height and number of leaves

The effect of the application of biochar (0, 1, 2, and 3 kg) on plant height is presented in Table 1 (2nd to 5th column). Biochar application did not affect plant heights at 10 DAT but did affect plant heights at 20, 30 and 40 DAT. At 20 DAT, plant heights of biochar treatments (1, 2 and 3 kg) were significantly higher over control (0 kg), with no difference among biochar treatments. At 30 and 40 DAT, biochar treatments (1, 2 and 3 kgs) were significantly higher than control (0 kg). Among biochar treatments, application of 3 kgs produced the tallest plant. The result confirms the findings of Graber, et al. (2010) where he found out that tomato plant heights were significantly greater in biochar treatments (1 and 3%) than in control plots (0%). On one hand, this was contrary to the findings of Rondon et al., (2007) where they also observed that high application rates of biochar (90 g kg-1) decrease biomass and N uptake of common beans. On the other hand, this was supported by the study of Carter, et al., (2013) who found out that there was an increase in plant height in all the cropping cycles compared to no biochar applications.

Biochar application was found to increase nitrogen (N) retention (G”uere”na et al., 2013) by reducing N leaching (Zheng, et al., 2013), and increased plant uptake (Steiner et al., 2008). Moreover, French & Iyer-Pascuzzi (2018) believed that biochar affects Gibberellic acid-related traits. Gibberellic acid (GA) is a plant hormone that stimulates growth and development that include triggering of transitions from meristem to shoot growth (Gupta, et al., 2013). Hence, increases plant height.

Table 3 (6th column) reflects the number of leaves of bell pepper at 40 days after transplanting. Results show that there was no significant difference among treatment means in terms of the number of leaves. This implies that biochar application did not affect the number of leaves of bell pepper plants.

Days from transplanting to flowering, flowering to fruiting, and fruiting to maturity

Biochar did not show a significant effect on the number of days from transplanting to flowering (Table 4). However, when it comes to the development of flowers to fruit set, a significant effect was observed where biochar treated (1, 2 and 3 kg) plants have faster fruit development over control (0 kg).

This confirms the findings of French & Iyer-Pascuzzi (2018) in their study under greenhouse condition that they observed that biochar treatments decreased the days to flowering and increased the number of flowers of tomato at eight weeks after planting. As previously mentioned, biochar affects Gibberellic acid-related traits. Apart from its contribution mentioned in the earlier section, GA stimulates growth and development that includes vegetative to flowering (Gupta, R., & Chakrabarty, S.K., 2013).

Table 3. Plant height of bell pepper at 10, 20, 30 and 40 DAT, and number of leaves at 40 DAT.

Treatment	Days After Transplanting (DAT)				No. of leaves at 40
	10	20	30	40	DAT
A	16.53	27.36[a]	39.08[b]	47.67[b]	36.50
B	15.87	28.09[a]	39.45[b]	48.35[ab]	38.00
C	16.42	28.66[a]	42.17[a]	53.15[a]	37.4
D	15.58	21.83[b]	30.27[c]	38.30[c]	34.2
f-test	Ns	**	**	**	Ns
CV	4.2%	7.6%	12.4%	8.2%	3.9%

Conversely, fruits under control treatment did not reach maturity as there was an observed fruit abortion under this treatment. Only the biochar treatments were determined, where the levels of biochar application significantly affect the number of days from fruiting to maturity. Plants treated with biochar at 1 and 3 kg mature faster than those treated with 2 kg biochar. According to Stephenson (1981) abortions of undamaged fruits seems to result from limited resources. Once these are limited, competition among fruits and subsequent abortion would expectedly increase. In treatments without biochar application, the nutrient resources and moisture are limited than those with biochar application. This is supported by the statements from different researchers that biochar improves soil water retention (Glaser, et al., 2002; Jeffery, et al., 2011), and soil fertility (Steiner, et al., 2007). Hence, the soil could not provide the required amount of nutrients the plants need for growth and fruit retention.

Table 4. Number of days flower initiation to flowering, flowering to fruiting and fruiting to maturity

Treatment	Planting to Flowering	Number of days Flowering to Fruiting	Fruiting to Maturity
A	24.99	12.2[a]	12.5[ab]
B	23.52	11.4[a]	23.5[b]
C	23.94	12.8[a]	20.5[a]
D	27.93	22.4[c]	0[c]
f-test	ns	**	**
CV	10.5%	15.9%	15.7%

Average diameter of fruits, weight of fruits, and number of fruits per plant

Biochar significantly affected the average diameter of fruits (Table 5, 1st column). Control (0 kg) plants were not able to retain its fruits because of early fruit abortion. Hence, the value was zero (0) in terms of diameter. Plants treated with biochar at 3 kg per plant had significantly wider fruit diameter than plants treated with lower levels of biochar (1 and 2 kg). The increase in fruit diameter could be attributed to the increased available nutrients in the presence of biochar, which stimulates plant growth and development (Amin & Eissa, 2017). Result was contrary to the findings of Ke, et al., (2018) where an increased level of biochar application did not significantly affect the length and width index of cherry radish fruit. The result

may be different because cherry radish and bell pepper came from different botanical families thus, exhibited different responses to biochar application.

The same with the diameter of fruits, biochar significantly affected the weight of fruits (Table 5, 2nd column). Since control (0 kg) plants were not able to retain its fruits because of early fruit abortion, the weight per fruit was zero. The result showed that plants treated with biochar at 2 and 3 kg per plant were significantly heavier than plants treated with a lower level of biochar (1 kg). This agreed with the findings of Amin & Eissa (2017) where they found out that fresh and dry weights of zucchini fruits significantly increased with the increased level of biochar application calcareous sandy soil. The increase could be attributed to the increased available nutrients in the presence of biochar, which stimulates plant growth and development.

The average number of fruits per plant differed significantly from biochar treated plants and control (Table 5, 4th column). Since control (0 kg) plants were not able to retain its fruits because of early fruit abortion, the number of fruits per plant is zero. The result showed that plants treated with biochar at 2 and 3 kg per plant were significantly higher in number than plants treated with a lower level of biochar (1 kg).

Table 5. Yield performance of bell pepper applied with different levels of biochar based on average diameter of fruit, average weight of fruit and number of fruits per plant.

Treatment	Average diameter of fruit (cm)	Fruit yield Average weight per fruit (g)	Number of fruits per plant
A	5.64^{b}	61.89^{b}	12.3^{a}
B	5.64^{b}	78.67^{a}	13.1^{a}
C	5.87^{a}	79.26^{a}	12.2^{a}
D	0.00^{c}	0.00^{c}	0.00^{b}
f-test	**	**	**
CV	5.1%	11.5%	5.2

CONCLUSIONS

The biochar treated plants had faster fruit development than control plants. Moreover, plants treated with biochar at 3 kg per plant matured faster and had better performance than those applied with lower levels of biochar. Thus, biochar application generally improved the growth and yield performance of bell pepper.

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INSECTICIDAL EFFICACY OF SMOKE VINEGAR AGAINST RICE BUGS

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ABSTRACT

The study was conducted under greenhouse condition at the Guimaras State College-Baterna Campus, Constancia, San Lorenzo, Guimaras from June to October 2017 to determine the insecticidal efficacy of smoke vinegar against rice bugs. Rice plants were used as culture media for rice bugs. Each of potted rice was enclosed in white fine mesh net where the rice bugs were introduced and cultured. There were four (4) treatments replicated five (5) times arranged in Complete Randomized Design (CRD). Treatments used were the following: Treatment A (0% concentration of smoke vinegar (CSV), Treatment B (10% CSV), Treatment C (20% CSV), Treatment D (30% CSV). Each experimental treatment had ten (10) cultured rice bugs for testing where each rice bug was treated independently. Results showed that the smoke vinegar was effective in controlling rice bugs. Fifty (50%) mortality was observed 10 minutes after the treatment was introduced particularly at the 30% level of concentration. The probability of initiation (Probit) analysis showed that the smoke vinegar has a lethal dose 50 (LD50) at 8.5% concentration within 10 minutes after application. The results further showed that smoke vinegar can be used as alternative organic insecticide against rice bugs. The 10% concentration of smoke vinegar was highly recommended.

Keywords: insecticidal, smoke vinegar, rice bugs

INTRODUCTION

Background of the study

Rice (Oryza sativa) production is very significant to the economic development of many countries. Any crises reducing the production of this commodity will negatively affect these countries. Most rice-producing countries in the world considered insect pests and crop diseases as the major factors contributing to a decrease in rice production (Fahad, et al, 2015). Every year, more than 200 million tonnes of rice are lost due to biotic and abiotic factors (Khan et al, 1991). Farmers lose an estimated average of 37% of their rice crop to pests and diseases every year (Rice Knowledge Bank, n.d.). According to Arida (2009) common problems encountered by rice farmers included high cost of inputs, low price of palay, lack of capital, labor problem, lack of postharvest facilities, pest and diseases and irrigation system. It also reported that lack of capital and pests and diseases significantly affects rice productivity during wet season.

The use of chemical pesticides play an important role in the management of crop diseases and pests. It effectively control the target pests or diseases once used judiciously. However, its excessive and irrational use contributed to environmental pollution thus causing obstacles to sustainable agriculture. Due to its excessive use, the quality and security of agricultural produce are reduced, and the ecological and environmental integrities are threatened. Due to the adverse effects of chemical pesticide use, ecological pest management measures had been introduced, promoted and adopted to manage rice insect pests and reduce the use of insecticides (Hong-xing, et al, 2017).

Recently, there were alternative organic pesticides that are being explored to provide environmentally-sound management techniques on the management of pests and diseases that exclude the use chemical pesticides. Among the alternative pesticides are the use of different natural farming concoctions, bio-pesticides, bio-agents, smoke vinegar, etc. Among the different alternatives, the use of smoke vinegar is seen to be one the cheapest pest and disease management techniques that can easily be adopted and produced by ordinary farmers. Wood or smoke vinegar is a by-product from charcoal production. It is a liquid generated from the partial burning of plant biomass. The liquid improves soil quality, eliminates pests and controls plant

growth, but is slightly toxic to fish and very toxic to plants if too much is applied (Food and Fertilizer Technology Center, n.d.). Based on this premise, the smoke vinegar has pesticidal properties hence, can control pest particularly insect pests.

Insect pests had been reported to considerably reduce yield. Once this factor is not managed well, this will eventually reduce the income particularly those of the poor farmers. To address this problem, the effectiveness of the smoke vinegar to control pest population was conducted using Rice Bugs as the insect specimen. Rice bugs are the most common insect pest attacking rice plants during flowering to milking stage. They damage rice by sucking out the contents of developing grains from pre-flowering spikelets to soft dough stage, therefore causing unfilled or empty grains and discoloration. Both immature and adult rice bugs feed on rice grains (Rice Knowledge Bank, n.d.). Rice bugs were used as test insects as smoke vinegar application would be very beneficial to rice production once treatment application becomes successful to control these prevalent pests. Hence, the study hypothesized that application of smoke vinegar is effective in controlling rice bugs.

Objectives of the Study

This study was conducted to determine the insecticidal efficacy of smoke vinegar against rice bugs. Specifically, it aimed to (a) Evaluate the efficacy of smoke vinegar against rice bugs and (b) Determine the lethal dose 50 (LD_{50}) of the smoke vinegar against rice bugs.

METHODOLOGY

The materials used in the study were rice plants (PSB Rc 10) as culture plants, polyethylene pots (12x12x15 inches), fine mesh net, catching nets, hand trigger spray, water and smoke vinegar concentrate.

Rice bugs were used as experimental insects. The experiment research design used was laid out in a Complete Randomized Design (CRD) with four (4) treatments replicated five (5) times. Each treatment has a total of five (5) plants with 10 rice bugs per plant. Treatment A was the control (applied only with pure water), Treatment B was added with 10% wood vinegar, Treatment C was added with 20% wood vinegar and Treatment D was added with 30% wood vinegar.

Preliminary activities

Preparation of Smoke Vinegar. The smoke vinegar was prepared by partially burning the rice hull using an open-type carbonizer. To collect the liquid smoke from the burning rice hulls, a bamboo pole (with internal nodes removed) was attached to the chimney of the carbonizer. An opening was made after the first node of the pole starting from the chimney. A container was then hanged opposite to the opening to collect the smoke vinegar. The pole was tied to another post with tip higher than the base (directly attached to the chimney). An inclined position of the pole was followed to collect the condensed smoke. The smoke vinegar collected inside the container was transferred to bigger containers for storage.

Trial application. A trial application of smoke vinegar was conducted three (3) months before the conduct of the study to determine the effectiveness of smoke vinegar concentrate. This was conducted by using three (3) potted rice plants (PSB Rc10). Each potted plant were enclosed in a fine mesh net. Collected rice bugs were introduced to the enclosed plants at a rate of 10 rice bugs per plant during the flowering to milking stage of the plant. Rice bugs were allowed to acclimatize inside the new microenvironment for 1 week. After a week, 100% smoke vinegar concentrate was sprayed to the plant at a rate of 100 ml per plant using hand trigger spray. Based on the trial application, the bugs were killed using the 100% smoke vinegar concentration.

Implementation of the study

Setting up of cultured plants. Before the rice bugs were introduced to the treatment plants, they were first cultured or pre-conditioned inside the enclosed area with potted rice plants grown from seedling stage. The area was enclosed with fine mesh net to avoid the non-target insect pests from entering the area. Rice seeds (PSB Rc10 variety) were sown inside the seed boxes utilizing the soil taken from the near-by rice field. A combination of 3 parts soil and 1 part vermicompost served as soil media for the seedlings. At 21 days after sowing, the seedlings were transplanted into the polyethylene pots filled with soil taken from the nearby ricefield with a planting density of one plant per pot. A total of 100 potted rice plants were used in the study. The potted plants used for culture or pre-conditioning of rice bugs were enclosed inside a fine mesh net. The fine mesh net were installed by establishing a 1.5-meter high frame with a width and length of 25 cm were the fine mesh net is attached to enclose the area. The culture rice plants were raised until the end of the study.

Establishment of potted treatment plants. The treatment plants were established by transplant-ing each seedling at the age of 21 days to the pot with soil taken from the nearby rice field. Each pot was enclosed with a fine mesh net attached to a 1.5-meter high frame, with a width and length of 25 cm. There were five (5) potted rice plants per treatment. The treatment plants were used as host of the rice bugs during the treatment application period.

Collection of rice bugs. Rice bugs were collected from the nearby rice field using catching nets at flowering to milking stage. Collection was conducted in the field were there were evident number of rice bugs. The bugs were collected by quickly sweeping the catching net on the surface of the field. The collect-ed rice bugs were then transferred to bigger fine mesh net container. This container was used as tempo-rary storage of the insect bugs while still on the field. Collection was conducted until the desired number of insect specimen for the study were collected and completed.

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Introduction and culture/pre-conditioning of rice bugs. The rice bugs collected from the field were carefully introduced to the culture area by slowly releasing them from the fine mesh net container. This was undertaken to pre-condition or acclimatize the bugs before subjecting them to the different treatments. The bugs were acclimatized in the culture area for one (1) week before it was released to the treatment plants.

Treatment application. After the insects were acclimatized for one (1) week in the culture area, they were carefully transferred to the treatment plants and were treated with the following treatments (combined with water to form a smoke vinegar solution) two days after they were introduced:

Treatment A – control (pure water application)
Treatment B – 10% smoke vinegar
Treatment C – 20% smoke vinegar
Treatment D – 30% smoke vinegar

After two days, the solutions were applied to the target pest using a 1-L capacity hand trigger spray at a rate of 100 ml solution per plant. The solution was sprayed at approximately the same angle and distance to ensure the homogeneity of spray applications.

Twenty four (24) hours after the application of smoke vinegar, the treatments were inspected for mortality. The insects were considered killed when they were found on the ground not moving. They were further tested by gently touching them using a stick to check if they are still alive. Once not moving upon or after touching, the insects were considered to be totally killed.

Data gathered

The data collected in this study was observed frequency of mortality of the target insect. Mortality rate of rice bug was determined by getting the total number of killed insects per treatment divided by the total number of insects per treatment multiplied by 100..
% mortality = (number of killed insects/total number of insects) x 100

Data Analysis

The mean percentage and Probit Analysis was used to analyzed the data. The Probit analysis was used to determine the effective dose of the treatment applied based on the observed responses of the subject treated.

RESULTS AND DISCUSSIONS

The results showed that the smoke vinegar was effective in controlling rice bugs. It was observed that the application of a solution containing 30% smoke vinegar in one liter of water resulted to 96% mortality after the treatment was introduced (Table 1). The application of pure water into rice bugs did not kill the insect, while 10% of smoke vinegar mixed in water killed 70% of the sampled rice bugs, then 20% concentration killed about 86%. The probability of initiation (Probit) analysis showed that the smoke vinegar has a lethal dose 50 (LD50) at 8.5% concentration within 24 hours after application. The results further showed that smoke vinegar can be used as alternative organic pesticides against rice bugs and was effective and efficient organic material to control a specific pest.

Table 1. Observed mortality rate and lethal dose 50 (LD50) of smoke vinegar

Treatments	# of samples	Observed mortality	Mortality rate
A (0%)	50	0	0.00%
B (10%)	50	35	70.00%
C (20%)	50	43	86.00%
D (30%)	50	48	96.00%

LD_{50} at 8.5% concentration of smoke vinegar and water

CONCLUSIONS

Smoke vinegar can be used as alternative organic insecticide against rice bugs. The 10% or 1:10 ratio of utilizing smoke vinegar was highly recommended. It is also recommended that further study on the insecticidal efficacy of smoke vinegar to other type of insect pests should also explored. Furthermore, the effect of smoke vinegar on the vegetative stage of rice and other crops must be consider and properly observed.

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STAKEHOLDERS' LEVEL OF AWARENESS AND ACCEPTANCE OF THE VISION, MISSION, GOALS, AND OBJECTIVES OF GUIMARAS STATE COLLEGE OF BUSINESS MANAGEMENT

Erwin D. Dumagpi, Ph.D.

ABSTRACT

The Vision, Mission, Goals, and Objectives (VMGO) statements define collective efforts and align the whole organization towards the achievement of programs of the institution. This study was conducted to determine the level of awareness and acceptance of the stakeholders of the vision and mission of Guimaras State College (GSC) and the goals of the College of Business Management (CBM) and Objectives of the Bachelor of Science in Business Administration (BSBA) and the Bachelor of Science in Hotel and Restaurant Management (BSHRM). A duly validated researcher- made questionnaire was used. The respondents were students, faculty, staff, parents, and members of the community known as stakeholders. They were highly aware and highly accepted the vision and mission of Guimaras State College and the goals of the College of Business Management and objectives of the of the Bachelor of Science in Business Administration (BSBA) and Bachelor of Science in Hotel and Restaurant Management (BSHRM). The VMGO was known to the stakeholders through an announcement in the bulletin board. A significant difference existed in the level of awareness and acceptance of the stakeholders when grouped according to sex, educational attainment, employment status and type of employment. A positive significant relationship existed between the level of awareness and level of acceptance of the VMGO of the GSC- College of Business Management.

Keywords: VMGO, Stakeholders, College of Business Management

INTRODUCTION

Background of the study

One of the most vital considerations that an educational institution will do before it can make plans, design good programs and formulate strategies is to have a clear view of where it is going, what it wants to do when it should be done and who will do it. All these can be done through the formulation and establishment of the vision, mission, goals, and objectives. The vision encompasses the institution's dreams: the mission statement reflects the general and overall directions where the institution is trying to achieve: objectives and policies, in turn, reflect the manifold interests that have to be satisfied for the mission to be accomplished. The vision, mission, goals, and objectives should be understood, accepted and assimilated by all concerned stakeholders. Guimaras State College is committed to serving the people of the island Province of Guimaras and the neighboring places. Its operation is guided by its vision, mission, goals, and objectives. In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, initiatives, committees, media outlets, and cultural institutions. In a word, stakeholders have a —stake‖ in the school and students, meaning that they have a personal, professional, civic, or financial interest or concern (The Glossary of Education Reform, 2014).

This study was anchored on the theory of accreditation which states that an educational institution like Guimaras State College should base its operations from the Vision, Mission, Goals, and Objectives (VMGO), hence all activities of the school are evaluated in accordance with the attainment of its VMGO.

Moreover, for an organizational vision to become really effective, it must be assimilated into the organization's culture. Leaders have the responsibility of communicating the vision regularly, creating narratives and illustrating the vision, and acting as role models by embodying the vision and creating the short-term objec-

tives compatible with the vision.
Ideally, students, parents, faculty, staff, and members of the community must be aware of the institution's vision, mission, goals and program objectives. Moreover, they need to understand and accept these in order to guide them to perform as expected and eventually reach their goals and the expectations of the College. However, it is observed that the majority of the population is not aware of the vision, mission, goals, and objectives of the college, or if they are, they have not come to realize the importance of living up to the institution's ideals. Due to these reasons, the researcher was motivated to conduct the study. This study will be the basis of formulating programs to further disseminate and allow the internalization of the VMGO to the stakeholders.

Statement of the Problem

The study aimed to determine the stakeholders' awareness and acceptance of the vision, mission, goals, and objectives of Guimaras State College, College of Business Management for the First Semester, Academic Year 2016-2017. Specifically, this study sought answers to the following questions: (1) what is the profile of the students as categorized according to age, sex, civil status, year level for students, (2) what is the profile of the members of the community, parents, faculty and staff when categorized according to age, sex, civil status, educational attainment, employment status, type of employment, and monthly income, (3) what is the level of awareness of the VMGO of GSC as a whole and when categorized according to the profile of respondents, (4) what is the level of acceptance of the VMGO of GSC as a whole when categorized according to the profile of respondents, (5) What are the actual and preferred sources of information on the GSC vision, mission, goals of the College of Business Management and Objectives of the BSBA and BSHRM Programs, (6) Is there a significant difference between the level of awareness and acceptance of VMGO when categorized according to respondents' profile, and (7) Is there a significant relationship between the level of awareness and acceptance of the VMGO of the Guimaras State College- College of Business Management?

RESEARCH METHODOLOGY

The respondents of the study were the 188 BSBA, BSHRM and HRST students from first year to fourth year enrolled during the first semester A.Y. 2016 - 2017, and 120 selected members of the community, parents, faculty, and staff of Guimaras State College. Student respondents were identified through sampling using the Slovin's formula. On the other hand, the researcher randomly selected 30 respondents each from the members of the community, parents, faculty, and staff of Guimaras State College.
The questionnaire was subjected to reliability testing to determine the internal consistency of the items. The Cronbach alpha method was employed. This method is regarded by many as the best method for measuring reliability because all data could be denoted. The obtained coefficient (α) is 0.87 which denotes that the instrument is reliable. This meant that the questionnaire is reliable because according to Cronbach the questionnaire is considered reliable if the resulted coefficient is 0.70 and above.
The researcher personally distributed and gathered the questionnaires to the respondents to measure the awareness and acceptance of the respondents. The data were collected, sorted, and tabulated based on the requirement of the study. The following statistical tools which were used in analyzing and evaluating the data gathered from the questionnaire using IBM SPSS Version 20 program: frequency count, mean, percent, chi-square, t-test, ANOVA and Pearson's r.

RESULTS AND DISCUSSIONS

Profile of the respondents

The personal characteristics of students as one of the respondents of this study were determined in terms of their age, sex, year level, and civil status. Since the respondents were students, majority of them belongs to age ranging from 17 to 23 years old. Most of the young students were on the first year level, dominated by their female counterparts and were single.

Table 1. Profile of the students as to variables

Categories	f	%
Age		
Young (17-23 yrs old)	179	95.2
Adult (24-36 years old)	9	4.8
Total	188	100.0
Sex		
male	31	16.5
female	157	83.5
Total	188	100.0
Civil Status		
Single	186	98.9
Married	2	1.1
Total	188	100.0
Year level		
First year	75	39.9
Second year	58	30.9
Third year	32	17.0
Fourth year	23	12.2
Total	188	100.0

Another set of respondents were stakeholders (members of the community, parents, faculty, and staff) of the Guimaras State College. In order to determine the profile of the respondents, the data were categorized in terms of age, sex, and civil status, educational attainment, employment status, type of employment and monthly income. Results showed that majority of the respondents were adult (46 or 38.3%), followed by young (42 or 35%), next were those who were categorized as middle aged (26 or 21.7%) and lastly were those who were old (6 or 5%). In terms of sex, 74 or 61.7% were female, and 46 or 38.3% were male. In terms of civil status, 70 (58.3%) were married, 38 (31.7%) were single, and only 3 (2.5%) were widowed. Nine (7.5%) of them did not indicate their response. In terms of educational attainment, most of them were college graduate (52 or 43.3%). Next were high school graduates (22 or 18.3%) and college level (10 or 8.3%). Only 2 (1.7%) of them were Doctor's degree holder. As to the employment status, the majority of them were employed (84 or 70%) and work on a contractual basis (48 or 40%). Only 2 (1.7%) were regular employees. In terms of monthly income, the majority were earning 5,000 and below (32 or 26.7%), followed by those who were earning 5,001- 10,000 a month (26 or 21.7%) and above 20,000 (14 or 11.7%). Forty-one (34.2%) of the respondents did not indicate their monthly income. Data were presented in Table 2.

Table 2. Profile of the stakeholders as to variables

Categories	f	%
Age		
Young (18-31 yrs old)	42	35.0
Adult (31 - 43 years old)	46	38.3
Middle (44 - 58 years old)	26	21.7
Old (59 years old and above)	6	5.0
Total	120	100.0
Sex		
Male	46	38.3
Female	74	61.7
Total	120	100.0
Civil Status		
Single	38	31.7
Married	70	58.3
Widow/widower	3	2.5
No response	9	7.5
Total	120	100.0
Educational attainment		
Elementary level	3	2.5
Elementary graduate	4	3.3
High school level	7	5.8
High school graduate	22	18.3
College level	10	8.3
College graduate	52	43.3
Master's Degree	9	7.5
Doctoral Degree	2	1.7
No response	11	9.2
Total	120	100.0
Employment status		
Employed	84	70
Not employed	27	22.5
No response	9	7.5
Total	120	100.0
Type of Employment		
Permanent/regular	20	16.7
Part-timer	8	6.7
Casual/contractual	48	40
No response	44	36.7
Total	120	100.0
Monthly income		
5,000 and below	32	26.7
5,001 - 10,000	26	21.7
10,001 - 15,000	2	1.7
15,001 - 20,000	14	11.7
above 20,000	5	4.2
No Response	41	34.2
Total	120	100.0

Respondents' Level of Awareness of the Vision, Mission, Goals and Objectives of the College of Business Management when taken as a Whole

Data in Table 3 presents the level of awareness of the respondents when taken as a whole. The result showed that the students were —highly aware‖ of the Vision, Mission and the Goals and Objectives of the College of Business Management (M=4.59). On the other hand, the stakeholders were —aware‖ of the VMGO (M=4.14). This implies that students were more aware of the VMGO compared to the stakeholders of the school.

Table 3.Level of awareness of the VMGO of respondents when taken as a whole

Categories	Mean	SD	Interpretation
Students	4.59	.700	Highly aware
Stakeholders (Members of the community, parents Faculty and Staff)	4.14	.853	Aware

Scale: 1.00–1.79 Unaware (UA), 1.80–2.59 Slightly Aware (SA), 2.60–3.39 Moderately Aware (MA), 3.40–4.19 Aware (A), 4.20–5.00 Highly Aware (HA)

Level of Awareness of the Vision, Mission, Goals and Objectives of the College of Business Management when categorized according to the Respondents' profile

Data in table 4 shows the level of awareness of the students when categorized according to the different variables. In terms of sex, it was found out that both male (M=4.58) and female (M=4.59) were —highly aware‖ of the College's VMGO of the CBM. This means that the Business Management students have the same level of awareness of the VMGO regardless of their sex. In terms of age, both young (17-23 yrs old) and old (24-36 yrs old) students were highly aware of the VMGO with the mean of 4.58 and 4.67 respectively. This implies that the level of awareness for different age categories does not vary since students were already oriented with the VMGOs of their school since they enrolled in the first year.
As to civil status, results revealed that single (M=4.58) and married students (M=5.0) were —highly aware‖ of the VMGO of the CBM. This implies that the level of awareness of the students when categorized into civil status does not vary. As to the level of awareness of the students when categorized according to year level, students from the first year (M=4.52), second year (M=4.74), third year (M=4.44) and fourth year (M=4.61) were —highly aware‖ of the College's Vision, Mission as well as the Goals and Objectives of the CBM. This implies that Business Management students from all year levels were aware of the VMGO of the College.

Table 4.Level of awareness of the VMGO of students when categorized as to variables

Categories	Mean	SD	Interpretation
Sex			
Male	4.58	.621	Highly Aware
Female	4.59	.639	Highly Aware
Age			
Young (17-23 yrs old)	4.58	.632	Highly Aware
Old (24-36 yrs old)	4.67	.667	Highly Aware
Civil status			
Single	4.58	.636	Highly Aware
Married	4.59	0	Highly Aware
Year level			
First year	4.52	.661	Highly Aware
Second year	4.74	.276	Highly Aware
Third year	4.44	.747	Highly Aware
Fourth year	4.61	.577	Highly Aware

Scale: 1.00–1.79 Unaware (UA), 1.80–2.59 Slightly Aware (SA), 2.60–3.39 Moderately Aware (MA), 3.40–4.19 Aware (A), 4.20–5.00 Highly Aware (HA)

Data in Table 5 shows the level of awareness of the stakeholders when categorized according to age, sex, and civil status, educational attainment, employment status, type of employment and monthly income. In terms of age, result showed that those who were categorized as young were —highly aware‖ of the VMGO (M=4.52). The rests were —aware‖ (adult (M=4.14), middle age (M=3.73) and old (M=3.67)). This means that young respondents were highly aware of the VMGO of the CBM compared to those adult, middle aged, and old respondents. In terms of sex, the result showed that males were —highly aware‖ of the VMGO of the CBM (M=4.52) while females were —aware‖ (M=3.92). This means that male respondents were more oriented with the College's mission, vision and the goals and objectives of the CBM than females. When the respondents were grouped according to civil status, those who were —highly aware‖ were single (M=4.47), and widow/widower (M=4.33). This implies that married respondents were not yet fully aware of the VMGO since their attention is focused on different things, especially on their family. Unlike those who were single, wherein they can have focused on a particular thing.

In terms of education, result revealed that those who were Doctorate (M=5.0), Master's degree holders (M=4.67) and college graduates (M=4.60) were —highly aware‖ of the VMGO of the CBM. Those who were college level (M=4.0) were —aware‖ and the rests were —moderately aware‖ (elementary level (M= 2.0), elementary graduate (M=3.25), high school level (M=3.29) and high school graduate (M=3.55)). This implies that those who have higher educational attainment have also a higher awareness of the VMGO since their level of understanding is higher when compared to those who have low educational attainment. In terms of employment status, it was found out that employed respondents were —highly aware‖ (M=4.46), and those who were unemployed were —aware‖ (M=3.48). This means that employed respondents were more aware of the VMGO compared to those who were unemployed.

As to the type of employment, data showed that permanent and contractual employees were —highly aware‖ of the VMGO of the CBM while part-timers (M=3.50) were —aware‖. This means that regular and contractual employees have a higher awareness of the VMGO when compared to part-time employees. When categorized according to monthly income. Results revealed that those having an income of 5,001 - 10,000 (M=4.54) and above 20,000 (M=4.43) were —highly aware‖ of the college's VMGO. On the other hand, those who were earning 5,000 and below (M=3.9), 10,001 - 15,000 (M=4.0) and 15,001 to 20,000 (M=4.0) were —aware‖. This means that the level of awareness of the respondents varies with their monthly income.

According to the study conducted by Parra, et.al (2015) entitled —Awareness, Understanding, and Acceptance of Guimaras State College Stakeholders towards its Vision, Mission, Goals and Objectives‖, it was found that students, parents, faculty and staff were very much aware of Vision, Mission, Goals and Objectives with overall mean of 4.47.

Table 5.Level of awareness of the VMGO of the stakeholders when categorized as to variables

Categories	mean	SD	Interpretation
Age			
Young (18-31 yrs. old)	4.52	.723	Highly aware
Adult (31-43 yrs old)	4.14	1.22	Aware
Middle age (44-58 yrs old)	3.73	1.13	Aware
Old (59 yrs and above)	3.67	1.37	Aware
Sex			
Male	.878	4.52	Highly aware
Female	1.15	3.92	Aware
Civil status			
Single	4.47	.850	Highly aware
Married	3.87	1.24	Aware
Widow/widower	4.33	.943	Highly aware
No response	4.67	.667	Highly aware
Educational attainment			
Elementary level	2.0	.816	Slightly aware
Elementary graduate	3.25	1.48	Moderately aware
High school level	3.29	.881	Moderately aware
High school graduate	3.55	1.56	Moderately aware
College level	4.0	1.1	Aware
College graduate	4.6	.687	Highly aware
Master's degree	4.67	.667	Highly aware
Doctoral	5.0	0	Highly aware
No response	4.27	1.05	Highly aware
Status of Employment			
Employed	4.46	.906	Highly aware
Not Employed	3.48	1.07	Aware
No response	3.22	1.31	Moderately aware
Type of Employment			
Permanent/regular	4.30	1.05	Highly aware
Part-timer	3.5	1.22	Aware
Casual/contractual	4.69	0.62	Highly aware
No response	3.61	1.17	Aware
Monthly Income			
5,000 and below	3.91	1.21	Aware
5,001 - 10,000	4.54	1.01	Highly aware
10,001 - 15,000/	4.0	0	Aware
15,001 to 20,000	4.0	.894	Aware
above 20,000	4.43	.728	Highly aware
No response	4.02	1.12	Aware

Scale: 1.00–1.79 Unaware (UA), 1.80–2.59 Slightly Aware (SA), 2.60–3.39 Moderately Aware (MA), 3.40–4.19 Aware (A), 4.20–5.00 Highly Aware (HA)

Respondents' level of acceptance of the Vision, Mission, Goals, and Objectives of the College of Business Management when taken as a whole

Data in Table 6 shows the level of acceptance of the respondents when taken as a whole group. It was found out that students (M=4.47), as well as the members of the community, parents, faculty, and staff (M=4.21), described as to highly accepted the VMGO. This simply means that the respondents highly accepted the Vision and Mission of GSC and Goal & Objectives of the College of Business Management.

Table 6. Level of acceptance of the VMGO when taken as a whole

Categories	mean	SD	Interpretation
Students	4.47	.638	Highly accepted
Stakeholders (Members of the community, Faculty, & Staff)	4.21	.895	Highly accepted

Scale: 1.00–1.79 Not Accepted (NA), 1.80–2.59 Slightly Accepted (SA), 2.60–3.39 Moderately Accepted (MA), 3.40–4.19 Accepted (A), 4.20–5.00 Highly Accepted (HA)

Level of Acceptance of the Vision, Mission, Goals and Objectives of the College of Business Management when categorized according to Profile

Data in Table 7 shows the level of acceptance of the students in terms of sex, age, civil status and year level. Data showed that both male (M = 4.53) and female (M = 4.45) students highly accepted the Vision and Mission of GSC and the Goals & Objectives of the College of Business Management. As to age, result revealed that both young (M=4.53) and old (M=4.45) students highly accepted the VMGO. In terms of civil status, the result showed that both single (M=4.46) and married (M=4.67) students highly accepted the VMGO. Likewise, when they were grouped according to year level, they highly accepted the VMGO. This implies that students' level of acceptance of the VMGO did not vary when they were grouped according to their sex, age, civil status, and year level.

Table 7.Level of acceptance of the VMGO of students when categorized as to variables

Categories	mean	SD	Interpretation
Sex			
Male	4.53	.414	Highly accepted
Female	4.45	.553	Highly accepted
Age			
Young (17-23 yrs old)	4.53	.534	Highly accepted
Old (24 to 36 Years Old)	4.45	.516	Highly accepted
Civil Status			
Single	4.46	5.33	Highly accepted
Married	4.67	4.71	Highly accepted
Year level			
First year	4.39	.531	Highly accepted
Second year	4.53	.462	Highly accepted
Third year	4.42	.636	Highly accepted
Fourth year	4.58	.540	Highly accepted

Scale: 1.00–1.79 Not Accepted (NA), 1.80–2.59 Slightly Accepted (SA), 2.60–3.39 Moderately Accepted (MA), 3.40–4.19 Accepted (A), 4.20– 5.00 Highly Accepted (HA)

Table 8 presents the level of acceptance of the stakeholders when categorized according to age, sex, and civil status. In terms of age, result revealed that those who were categorized as young (M=4.53) and adult (M=4.45), highly accepted the VMGO while those who were categorized as middle aged (M=3.82) and old (M=4.19) accepted the VMGO. This means that their level of acceptance varies with their age.

In terms of sex, it was found out that only males highly accepted the VMGO (M=4.40) while females accepted the VMGO with the mean of 4.09. This implies that since males were highly aware of the VMGO, they also highly accept it. As to civil status, it was found out that only those who were married, accepted the College's VMGO (M=4.08). The rests, single (M=4.34), widow (M=4.41) and those who did not indicate their response (M=4.57), highly accepted the VMGO. This means that since married respondents were aware of the VMGO, they also accept it.

As to the level of acceptance when categorized according to education, only those who were college level (M=4.46), college graduate (M=4.52) and master's degree holder (M=4.74), highly accepted the VMGO. Elementary graduates (M=3.58), high school level (M=4.06), high school graduates (M=3.54) and Doctoral degree holder (M=4.00) accepted the VMGO while elementary level respondents, moderately accepted it (2.78). This implies that their level of acceptance of the VMGO varies when they were categorized according to their educational attainment.

As to employment status, it showed that only those who were employed respondents (M=4.45) highly accepted the school's VMGO. Those who were unemployed (M=3.73) and those who did not indicate their response (M=3.43) accepted it. This implies that since those who were employed respondents were highly aware and highly accepted the VMGO.

As to the type of employment, permanent/regular (M=4.58), part-timer (M=4.36) and casual/contractual employees (M=4.45), highly accepted the VMGO. Those who did not respond accepted the VMGO. This implies that their level of acceptance of the VMGO when categorized according to their type of employment does not vary.

As to monthly income, it was found out that those having a monthly income of 5,000 and below (M=4.07) and 5,001 - 10,000 (M=4.02) accepted the VMGO. On the other hand those who were earning 10,001 - 15,000 (M=4.41), 15,001 to 20,000 (M=4.22) and above 20,000 (M=4.67) highly accepted the VMGO. As shown in the table, those who have low monthly income have a lower level of acceptance of the VMGO when compared to those who have a high monthly income.

According to the study conducted by Parra, et.al (2015), it was found that students, parents, faculty and staff were very highly aware of Vision, Mission, Goals and Objectives with overall mean of 4.58.

8. Level of acceptance of the VMGO of Stakeholders when categorized as to variables

Categories	Mean	SD	Interpretation
Age			
Young (18-31 yrs old)	4.53	.557	Highly accepted
Adult (24 to 36 Years Old)	4.45	.807	Highly accepted
Middle (44 - 58 years old)	3.82	.945	Accepted
Old (59 years old and above)	4.19	.208	Accepted
Sex			
Male	4.40	.739	Highly accepted
Female	4.09	.826	Accepted
Civil status			
Single	4.34	.599	Highly accepted
Married	4.08	.895	Accepted
Widow/Widower	4.41	1.03	Highly accepted
No response	4.57	.651	Highly accepted
Education			
Elementary Level	2.78	.694	Moderately Accepted
Elementary Graduate	3.58	.687	Accepted
High School Level	4.06	.945	Accepted
High School Graduate	3.54	.838	Accepted
College Level	4.46	.591	Highly accepted
College Graduate	4.52	.567	Highly accepted
Master's Degree	4.74	.373	Highly accepted
Doctoral Degree	4.00	1.41	Accepted
No Response	4.19	.783	Accepted
Status of employment			
Employed	4.45	.614	Highly accepted
Not employed	3.73	.903	Accepted
No Response	3.43	1.02	Accepted
Type of employment			
Permanent/Regular	4.58	.616	Highly accepted
Part-timer	4.36	.503	Highly accepted
Casual/Contractual	4.45	.539	Highly accepted
No Response	3.75	.959	Accepted
Monthly Income			
5,000 and below	4.07	.903	Accepted
5,001 - 10,000	4.02	.930	Accepted
10,001 - 15,000	4.41	.530	Highly accepted
15,001 to 20,000	4.22	.314	Highly accepted
above 20,000	4.67	.208	Highly accepted
No response	4.49	.643	Highly accepted

Scale: 1.00–1.79 Not Accepted (NA), 1.80–2.59 Slightly Accepted (SA), 2.60–3.39 Moderately Accepted (MA), 3.40–4.19 Accepted (A), 4.20–5.00 Highly Accepted (HA)

Actual and preferred source of information of the VMGO

Table 9 shows the distribution of the actual and preferred source of information of VMGO. The top 5 actual sources of information of the VMGO as cited by the respondents were as follows: bulletin boards (75.6%); classroom (64.9%); student handbook (64%); and flyers (44.8%). This implies that the bulletin board is the common source of the school's information on the VMGO.

Table 9.Distribution of the actual and preferred source of information of VMGO

Source of information	F	%	Rank
Bulletin Board	233	75.6	1
Flyers	138	44.8	4
Signage	41	13.3	9
Newsletters	100	32.5	7
Brochure	64	20.8	8
Student Handbook	197	64.0	3
Course Syllabus	133	43.2	6
Poster	131	42.5	5
Classroom	200	64.9	2
Radio	37	12.0	10

Difference in the Level of Awareness and Acceptance of the Vision, Mission, Goals and Objectives

Data in Table 10 discusses the difference in the level of awareness and acceptance among students as respondents when grouped according to sex, and age. Results revealed that there was no significant difference in the level of awareness and acceptance of the VMGO when they were categorized according to sex and age. This means that the level of acceptance and awareness for male and female; young and adult were the same.

Table 10. Difference of Level of Awareness and Acceptance among students when categorized according to sex and age

Particular		t	df	Sig. (2-tailed)	Interpretation
Sex					
Awareness	Equal variances assumed Equal variances not assumed	-.308 -.321	186 44.467	.758 .749	Not Significant Not Significant
Acceptance	Equal variances assumed Equal variances not assumed	.747 .904	186 53.487	.456 .370	Not Significant Not Significant
Age					
Awareness	Equal variances assumed Equal variances not assumed	-.381 -.428	186 9.077	.704 .678	Not Significant Not Significant
Acceptance	Equal variances assumed Equal variances not assumed	-.165 -.171	186 8.886	.869 .868	Not Significant Not Significant

*p>0.05 level of significance

Data in Table 11 discusses the difference in the level of awareness and acceptance among students as respondents when grouped according to civil status and year level. Results revealed that there is no significant difference on the level of awareness and acceptance of VMGO. This means that the level of acceptance and awareness does not differ in terms of civil status and year level.

Table 11.Difference of Level of Awareness and Acceptance among students when categorized according to civil status and year level

Civil Status		Sum of Squares	Df	Mean Squares	F	Sig.	Interpretation
Awareness	Between Groups	.549	1	.549	1.700	.194	Not Significant
	Within Groups	60.106	186	.323			
	Total	60.656	187				
Acceptance	Between Groups	.082	1	.082	.289	.289	Not Significant
	Within Groups	52.862	186	.284			
	Total	52.944	187				
Year Level Awareness	Between Groups	1.755	3	.585	1.828	.144	Not Significant
	Within Groups	58.900	184	.320			
	Total	60.656	187				
Acceptance	Between Groups	1.015	3	.338	1.199	.312	Not Significant
	Within Groups	51.929	184	.282			
	Total	52.944	187				

*p>0,05 level of significance

Table 12 presents the difference on the level of awareness and acceptance of the stakeholders when categorized according to sex. T-test results revealed that there is a significant difference between the male and female respondents when it comes to the level of awareness and acceptance. This simply means that the male respondents were highly aware and highly accepted the VMGO compared to female respondents.

Table 12. Difference in the Level of Awareness and Acceptance among stakeholders when categorized according to sex

Sex		T	df	Sig. (2-tailed)	Interpretation
Awareness	Equal variances assumed	3.347	118	.001*	Significant
	Equal variances not assumed	3.546	112.02	001	Significant
Acceptance	Equal variances assumedqual	2.122	118	.036*	Significant
	variances not assumed	2.178	103.52	.032	Significant

*p>0.05 level of significance

In terms of civil status, ANOVA results revealed that there is no significant difference on the level of awareness and acceptance among single and married respondents. In terms of age, there is no significant difference on the level of awareness of VMGO. On the other hand, a significant difference on the level of acceptance of VMGO when categorized into age exists. Analyzing further using post hoc, only those who were young differ from middle age. This simply implies that the younger ones highly accepted the VMGO compared to middle-aged.

In terms of educational attainment and status of employment, ANOVA results revealed that there was a significant difference on the level of awareness and acceptance among respondents when grouped according to their educational attainment and status of employment. This means that the level of awareness and acceptance of the respondents vary when they were categorized as to their educational attainment and status of employment.

In terms of the type of employment, ANOVA results revealed that there was a significant difference on the level of awareness and acceptance among respondents. This implies that the respondents' level of awareness and acceptance of the vision, mission and the goals and objective of the College of Business Management varies. On the other hand, there is no significant difference in the level of awareness and acceptance when grouped according to monthly income. This means that regardless of the monthly income, the level of awareness and acceptance of respondents does not vary. Data were shown in table 13.

Table 13.Difference in the level of awareness and acceptance of the VMGO among stakeholders when categorized according to age, civil status, educational attainment, employment status

Particulars		Df	Mean Square	F	Sig.	Interpretation
Age Awareness	Between Groups Within Groups Total	3 116 119	1.544 .846	1.825	.146	Not Significant
Acceptance	Between Groups Within Groups Total	3 116 119	1.885 .617	3.056	.031*	Significant
Civil Status Awareness	Between Groups Within Groups Total	3 116 119	1.974 .835	2.365	.075	Not Significant
Acceptance	Between Groups Within Groups Total	3 116 119	1.033 .639	1.617	.189	Not Significant
Educational Atainment Awareness	Between Groups Within Groups Total	8 111 119	4.647 .591	7.868	.000	Significant
Acceptance	Between Groups Within Groups Total	8 111 119	3.244 .462	7.027	.000	Significant
Status of Employment Awareness	Between Groups Within Groups Total	2 117 119	12.219 .669	18.259	.000	Significant
Acceptance	Between Groups Within Groups Total	2 117 119	8.189 .520	15.752	.000	Significant

Type of Employment Awareness	Between Groups Within Groups Total	3 116 119	7.109 .702	10.131	.000	Significant
Acceptance	Between Groups Within Groups Total	3 116 119	4.990 .536	9.302	.000	Significant
Monthly Income Awareness	Between Groups Within Groups Total	5 114 119	1.082 .854	1.267	.283	Not Significant
Acceptance	Between Groups Within Groups Total	5 114 119	1.020 .632	1.613	.162	Not Significant

*p>0.05 level of significance

Relationship between the level of awareness and acceptance of the Vision, Mission, Goals, and Objectives

A significant relationship existed between the level of acceptance and awareness of the VMGO of the GSC-College of Business Management. This implies that the level of awareness of a respondent tends to compliment with his/her level of acceptance of the VMGO which means that the more he/she is aware of the VMGO, the more he/she would likely to accept it. Data shows in table 14.

Table 14. Relationship between the level awareness and acceptance of the VMGO

Level of Awareness*Level of Acceptance	r	sig.	Interpretation
Effect = 0.59 or 59% (Large Effect)	0.882	.000	Significant

CONCLUSIONS

Students were more aware of Vision, Mission, Goals and Objectives of College of Business Management compared to parents, faculty and staff. However, they highly accepted it. There was no significant different found in the level of awareness and acceptance of the VMGO among students when categorized as to their profile. On the other hand, significant differences exist on the level of awareness and acceptance among the stakeholders. Moreover, a significant relationship found between the level of awareness and acceptance. This implies that when respondents have high level of awareness, they more likely to accept the College's VMGO.

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THE OUR LADY OF THE PHILIPPINES (OLP) TRAPPIST ABBEY: ITS CONTRIBUTION TO COMMUNITY DEVELOPMENT

Julieta G. Infante

ABSTRACT

The Our Lady of the Philippines (OLP) Trappist Abbey was founded by the United States Region in 1972 and is the only men's monastery in the country located on the small island of Guimaras. A 75hectare land was donated by the then Senator and Ambassador to the USA, Don Oscar Ledesma through the then Archbishop of Jaro, Iloilo, Jaime Cardinal Sin for the establishment of a monastery to the six Trappist monks coming from the different monasteries with Filipino monk, Bro. Pedro Lazo. This study aimed to determine the contribution of the OLP Trappist Abbey to community development. Anchored on the grounded theory, observation and interview with the Trappist monk, personnel, and suppliers were made. The Trappist monks divided their contemplative life into religious(prayer) and work-life practices(hora et labora). The contribution of the Trappist Abbey to community development included accommodation and food servicing for guests to spend for prayer, meditation, and retreats, livelihood and employment generation involving agriculture, vegetable production, mango orchard, food manufacturing, including bakery products and marketing. Among others, the education system for the Aeta community was established, produced several professionals for employing part-time workers, and has become a tourist destination.

Keywords: monastery, monks, contemplative life, products, Guimaras, Philippines

INTRODUCTION

Background of the Study

The Order of Cistercians of the Strict Observance (also known as –Trappists|) is a Roman Catholic contemplative religious order, consisting of monasteries of monks and monasteries of nuns. (Order of Cistercians of the Strict Observance, Accessed, 6/4/2017). The order takes the name of –Trappists| from La Trappe Abbey or –La Grande Trappe| in Normandy, France, where it began as a reform movement in 1664, in reaction to the relaxation of practices in many Cistercian monasteries. The life of the Trappist monks is guided by the Rule of St. Benedict, written in the sixth century (Salvador, 2011).

Monks of this Cistercian Order live a life dedicated to the contemplative search for God. Very early men of great natural talent and of culture were attracted to seek God in these monasteries which radiated a spirit of simplicity, and where there was evident austerity, manual labor, and prayer characterized the Order at its most flourishing periods. The quality of many of its abbots and monks resulted in the rapid spread of its monasteries throughout Europe where they often played important roles in the spiritual and cultural lives of their regions (Our Lady of the Philippines Trappist Abbey, Accessed, May 12, 2017). Their increase has never ceased, and by the late 20th century there were abbeys worldwide (The Editors of Encyclopedia Britannica, accessed May 12, 2017) such as in Europe, North Central and South America, Africa, Australia, New Zealand, and Asia.

The only men's monastery in the Philippines is run by the Cistercian Order of Strict Observance and was established in 1972. This place is always open to those who seek the solace and self-examination through meditation and retreat from taxing endeavors of the materialistic world (https://www.vigattintourism.com, accessed, May 15, 2017). The monastery is home to the Contemplative Trappist Catholic Christian Monks of the Philippines and a popular retreat house. It holds the distinction of being the only Trappist monastery in the country. To tourists, it is a popular destination because of its gift shop that sells what many consider as the best among Guimaras' products – aside from fresh mangoes, that is. These include mango-flavored otap, piaya, barquillos, pastry bars, etc. (thoughtstalesandwhatnot.com, accessed May 15, 2017).

Strategically, the monastery situates itself on the small island of Guimaras which is considered one of the exotic islands in the Philippines and was once a sub-province of Iloilo, but by R.A. 7160 it was proclaimed a regular province on May 22, 1992. Guimaras is Southwest of Panay Island and Northwest of Negros Island in Western Visayas with a total land area of 60,465 hectares or 604.65 square kilometers. The island province of Guimaras is composed of five towns: Buenavista (36 barangays), Nueva Valencia (22 barangays), Jordan (14 barangays), San Lorenzo (12 barangays), and Sibunag (12 barangays) (http://www.tourism.gov.ph, May 15, 2017).

Objectives

This study aimed to determine the contribution of the OLP Trappist Abbey in Guimaras to community development. Specifically, it sought to: (1) trace the foundation of the Trappist monastery in Guimaras; (2) Identify motivating factors that led to the entrepreneurial undertakings of the Trappist monks; and (3) determine its contribution to community development.

METHODOLOGY

This study used a descriptive research design. Anchored on the grounded theory, observation, interview with the Trappist monks, personnel, and suppliers and study of written documents were done. Accordingly, grounded theory takes a case rather than variable perspective, although the distinction is nearly impossible to draw. This means in part that the researcher takes different cases to be wholes, in which the variables interact as a unit to produce certain outcomes. As introduced by Glaser & Strauss in 1967, this is to legitimize qualitative research. (http://www.statisticshowto.com. Accessed May 15, 2017)

Shared experiences of the respondents including data taken from written documents were jotted down, grouped and coded to come up with abstract categories. These were organized and documented following the objectives of the study.

RESULTS AND DISCUSSION

Foundation of the Trappist monastery in Guimaras

The primary role of Cistercian life is to seek union with God and to witness to His holiness and His desire for the salvation and sanctification of all persons and to unite all people in their adherence to Him through their faith in Christ and his Catholic Church. The means of fulfilling this role in the world and the Church is primarily by prayer, both public and private (www.ourladyofnewmelleray.com, May 5, 2017). Accordingly, the Trappist Abbey in Guimaras began when sometime in 1970 to 1971 six (6) monks from different monasteries came to the Philippines in search of a place where they could establish a monastery. The former Archbishop of Jaro, Iloilo, named Jaime Cardinal Sin contacted Don Oscar Ledesma the former Senator and US Ambassador, and upon knowing their very purpose of coming, that was to find a place open to those who seek the solace and self-examination through meditation and retreat from the taxing endeavors of the materialistic world. He thought of Guimaras as the best place for them, donated his 75-hectare land in Barangay San Miguel, Jordan, Guimaras.

That was in 1972 when the Trappist monastery started in Guimaras island composed of the six monks with Brother Pedro Lazo, the only Filipino monk at that time. The Trappist Monastery ground is a peaceful and sacred enclave in Guimaras run by the Monks of the Cistercian Order of the Strict Observance. These Monks follow the rule of St. Benedict and are best known for the extreme austerity or strictness that characterizes their discipline. They follow the rule of life which emphasizes community life lived under a superior known as the Abbot. It was in the 1980s when Trappist Monastery had its first Abbot, named Father Joseph Chu-Cong, a Vietnamese monk from the St. Joseph Abbey. The Abbot governs not in his name but as a representative of Christ so that it is his task to discern the will of the Father in all things, after the example of Jesus in his life and death on earth. At present, there are 23 monks including the Abbot, Father Gerard N. Ingusan.

Motivating factors that led to the entrepreneurial undertakings of the Trappist monks

Within the Trappist monastery grounds, a larger church was built and a modern guest house way back in 1997 for a weekend or some days or even weeks to be with the monks in prayer and meditation, joining in prayer at the office and mass along with the monastic community.

For the monks to be free to dedicate themselves more fully to prayer, holy reading and study, they are to labor with their own hands as well as to administer the monastery buildings and the grounds. Daily routine lives of the Trappist monks only focused on prayer and work or what they call, "Hora et labora." Such that, a morning prayer or –lauds| at 5:30 in the morning, at exactly 6:00 o'clock a mass is held and which could be attended by the community people. Productive work starts at 7:30 until 11:00 in the morning, where monks perform their respective assignments at the monastery. At 11:30, all monks gathered together at the Trappist church for a sext prayer and at 11:45, lunch break and short siesta until 1:45 in the afternoon where they have gathered again at the church for a 15-minute prayer. "Hora et labora" in the afternoon is from 2:00-4:00. By 5:00 p.m. they gathered again at the church for a vesper or –sunset prayer," then each works in silence until 5:45 for supper, after which, a private prayer until 6:45 in the vening for a complaint or "evening prayer. The monks end the day at 7:00 pm, and they go to sleep individually in their respective rooms.

Working hours of the Trappist monks were from 7:45 to 11:00 in the morning and from 1:45 to 4:00 in the afternoon, while that of the workers are from 8:00 a.m. to 12:00 noon and from 1:00-5:00.Their livelihood involves agriculture, growing vegetables for their own and guests' consumption, mango orchard, processing plant for mango, pineapple, guava fruit into jelly, jam, juice, dried, piaya, cookies, among others.

Native guavas grew abundantly in Guimaras, and the monks thought of producing guava jelly as the first product, hence started to experiment way back in 1981. However, the procedure did not run that smooth for them because processing was done manually. The production went along, not in the demand of the customers nor of the Monks, but rather, in the demand of fate that the monastery could start helping the Aetas as well as the poor people of the community.

In fact, Bro. Peter Patiño, in 1983, started to experiment the production of cashew since the raw material of this only cost at P3.00 per kilo from the Aetas and for which their income had been enough to buy their food, clothing, utensils, and other basic needs at home. At that time until early 2000, Bro. Peter was assigned to take charge of the food manufacturing of the monastery. For almost two decades (19842004), Bro. Peter continued to experiment of producing other products. Religious institutions like the Sagrado Corazon de Jesus and St Pauls in Iloilo City patronized the Trappist products because of the very objectives of helping the poor especially the Aeta community. From then on, in 1990s Trappist monks started to expand their market in Manila like guava jelly, guava jam, calamansi marmalade, among others, and later on, they started to produce bakery products.

In 2003, food products at the Food Manufacturing (FM) building were processed using automatic machines and equipment with funding assistance coming from the European monastery. From then on, workers increased from 2 to 4 and later on 40 to 45 male workers including maintenance workers. Some of the workers hired were high school students on a part-time basis, aside from the out-of-school youth and adult men workers. Other female workers were assigned to the office and the gift shop. For six months, they were on contract, after that, they were hired as regular workers while others remained as contractual, especially those working on part-time jobs. Following the labor law, workers were from ages 18 years old and older, mostly TESDA trained and werepaidP300.00 daily. They were also given uniforms, benefits, and insurances for security purposes.

Also, every 25th of December the Trappist monks celebrate foundation day what they call "Religious Enterprise," where sumptuous meal is served, relief goods (groceries and clothing) including medicines are given. Indeed, the Rule of St. Benedict calls Monks to manual labor as an essential part of the monastic experience –hora et labora||- to pray is to work is a principle that the new Monks quickly learn at Mepkin.

Contribution to Community Development.

Trappist Monastery in Guimaras contributes a lot not only to community development but also to every Guimarason in particular, especially those whose very lives have been touched by the Trappist monks either through prayers or in communion with them. Also, those who have been employed at the monastery, as well as, those who in one way or the other had been part of the existence of the OLP Trappist Abbey in Guimaras Island.

During the late 1990s, the Trappist Abbey had initiated the Contemplative Outreach Project (COP) for the poor and to continue helping the Aeta community, constructed a school building at the –Kati-Katil| where the natives or the Aeta families in Jordan are living. Qualified teachers were hired to teach in the elementary and later on in high school. Other livelihood projects initiated, included the coconut shell craft and water refilling station.

They established not only an institution for education but also hope for the native community, to be partakers of the development in the educational system, and that had changed their aspirations in life. The Trappist Monastery also provides benefits for their workers by making sure that all of them received equal benefits including free medicines, food, uniforms and accommodation facilities especially for outside Guimaras personnel. Relief goods such as food, clothing, and medicines are made available for the families of the workers and other people of the community. This way, they can pay back the blessings that the Lord God Almighty hath provided to the monastery.

The Trappist monastery has become one of the tourist destinations and is included in the tourism circuit of the province of Guimaras. Visits to Guimaras Island by tourists either local or foreign would not be complete without dropping by at the Trappist monastery church for solemn prayer and moment with the Lord and at the Trappist gift shop for souvenir items and Trappist made food products, also, a blessing for safe travel from the Trappist monks. In terms of higher education from 1985, there were a total of 44 male part-time workers who graduated from different degrees and are successfully reaping the fruits of hard work as doctors, seamen, elementary, educators, engineers, nurses, medical technologists, police officers, among others.

CONCLUSION

The OLP Trappist Abbey in Guimaras, being the only monastery in the Philippines leads Guimaras to be one of the tourist destinations in the country. So with the influx of tourists and guests every year, the demand for the supply of goods and services also increases of which the Trappist monastery had been a part of making Guimaras take its pride and be known in the country and to the whole world.

Success always starts from a small and simple endeavor of "hora et labora," and, through faith, perseverance and hard work, for the OLP Trappist Abbey, greater heights and economic impact are achieved. Thus, sustained collaboration between and among stakeholders especially the Local Government Units, and other institutions, the community people and the Trappist monks including its management has to be considered, but not to neglect the main objective why the OLP Trappist Abbey was founded in Guimaras island that is to find solace in union with the Lord and in communion with the community.

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EMPLOYERS FEEDBACK ON JOB PERFORMANCES OF THE BACHELOR OF SCIENCE IN HOTEL AND RESTAURANT MANAGEMENT GRADUATES FROM 2012-2016 OF GUIMARAS STATE COLLEGE

Ivony S. Asprilla, Anelyn P. Anas, & Margie Y. De la Cruz

ABSTRACT

This study was conducted to determine the employers' feedback on job performances of the Bachelor of Science in Hotel and Restaurant Management Graduates from 2012-2016 of Guimaras State College. The researchers made used of descriptive research design. The researchers administered the questionnaires through an online survey and personal survey with the assistance of the employed graduates. The respondents of the study were the employers of the BSHRM graduates from 2012-2016 of Guimaras State College. The researchers utilized a researcher made questionnaire. The data collected were sorted and tabulated based on the requirement of the study. The data gathered were processed through Statistical Package for Social Sciences (SPSS Version 17) and analyzed by gathering the mean, percentage, and frequency. Results revealed that most of the respondents were males, age ranging from 21 to 30 years old, married, bachelor's degree holder, supervisors, have 1 to five years of services and majority work on Hotels and Business firms. Further, BSHRM graduates performed very satisfactory sense of responsibility, workmanship and attitude/ behavior towards their work as employees when assessed by their managers and supervisors. There were no significant differences in the level of performance of the graduates when categorized as to age, sex, civil status, length of service, position, educational attainment, and industry affiliation.

Keywords: employers feedback, job performances, BSHRM graduates

INTRODUCTION

Background of the Study

Bachelor of Science in Hotel and Restaurant Management is a degree that provides knowledge, skills, attitude, and abilities to students who will become a part of the hospitality industry. This program is geared towards providing students with necessary and appropriate capabilities to become more productive in their chosen field and to be able to provide quality services that are required by the customers. The program contains subjects that will address the needs of different sectors in the hospitality industry, such as culinary, front office, tourism, resort and hotel operations, and food and beverage services. Its primary concentration is on the development of practical and management skills which are achieved through the combination of theoretical classes, practicum exercises, and experiential learning. Graduates of this course are expected to possess managerial skills to be able to plan, organize and lead the day to day operation of the establishments. The program also helps students to develop effective communication and interpersonal skills which are essential in establishing positive employer, employee and customer relations. (http://www.finduniversity.ph/majors/bs-in-hotel-and-restaurant-management-philippines/, Retrieved on March 28, 2017)

Since the competition of looking for a job in this generation is very close, the graduates should make sure that they have the package and equipped themselves with what is expected by the hospitality establishments. The industry by this time is growing and paving its way in the business world and in order to be qualified, graduates should be highly competitive in order to impress their target employers.

In a report released by the Asian School of Hospitality Arts (ASHA), the leading hospitality school in the Philippines, the local industry is expected to grow 11 percent this year, which is also the figure provided by the Asian Tourism Association. With this growth, more five-star hotels and restaurants would need additional hotel, food and beverage managers, baristas and hospitality staff. These are supervisorial and skilled positions which Filipinos are qualified to fill in. ASHA director Angie Blanco said Filipinos are most sought-after when it comes to these positions. Top five-star hotels hire more from the Philippines because Filipinos are

highly qualified, trustworthy and hard-working. Filipinos are more qualified because most are HRM (Hotel and Restaurant Management), graduates.

In the Philippines, improvements in the tourism industry generated close to 3 million additional jobs, according to the data released by the National Statistical Coordination Board (NSCB). As of May 2010, a total of 48,048 jobs were generated in Central Philippines, Metro Manila and Tagaytay alone. The hospitality outlook in the Philippines remains bright, says Blanco, as private investors continue to have a bullish attitude in the country. Blanco said domestic tourism alone hiked 2009 air traffic by about 25 percent. OAG, a reputable body monitoring the global air industry, shows that seat capacity increased by 9 percent or an additional 1.2 million to a total of 15.3 million seats in Asia-Pacific alone. Worldwide, seat capacity increased by 6 percent and added 20.5 million seats to a total 335.5 million. Lodging demands in the first quarter of 2010 increased by 5.3 percent over the first quarter of 2009. Blanco says if this trend continues, expect the hospitality and leisure-related job market to further improve in the next few years. In fact, Blanco added, 2011 will see a 7.8 percent growth in the industry. —The employment of hotel management staff is expected to grow just as fast as the average managerial position for all sectors through 2014. More opportunities are predicted to be available because many experienced managers will be leaving the industry to pursue other interests or through retirement. The better and higher education that is obtained, the more plentiful the opportunities will be (http://www.zipravel.it/philippines/ph/news/view/id.1842/,Retrieved on March 28, 2017)

Employers consider many aspects of the applicants and try to match them to the requirement of a particular job because the specific job depends on an individual's qualifications (Dittmer & Griffin, 1997). They should, therefore, attempt to assess all of an applicant's attributes. Employers also seek employees who take the initiative and have the motivation to get the job done in a reasonable period of time. This is where quality measure comes in to have check and balance on the outputs and outcomes of the performance (Dotong, & Laguador, 2015). A positive attitude gets the work done and motivates others to do the same without dwelling on the challenges that inevitably come up in any job. It is the enthusiastic employee who creates an environment of good will and who provides a positive role model for others. A positive attitude is something that is most valued by supervisors and co-workers and that also makes the job more pleasant and fun to go to each day (Teijeiro, et al., 2013). In order to assess the job performances of the BSHRM Graduates of Guimaras State College, the researchers have come up this research study.

Statement of the Problem

This study was conducted to determine the job performance of BSHRM graduates for the Academic Year 2013-2016 as perceived by their employers. Specifically, this study aimed to find answers to the following questions: (1) What is the profile of the respondents when classified according to age, sex, civil status, length of service, educational attainment, position, and industry affiliation? (2) What is the level of performance of the BSHRM graduates as assessed by their managers or supervisors in terms of responsibility, workmanship and behavior/ attitude? (3) Is there a significant difference between the level of performance of the graduates as assessed by the employers when they are categorized to age, sex, civil status, length of service, educational attainment, position, and industry affiliation?

METHODOLOGY

This employer's feedback study used the descriptive research design wherein according to Shuttleworth, it is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. The respondents will be informed on the purpose of the study and were invited to participate in the survey with the assurance that the data provided in the survey will be treated with utmost confidentiality and will solely be used for the purpose of this research. The researchers administered the questionnaires through an online survey and personal survey with the assistance of the employed graduates. The respondents of the study were the employers of the BSHRM graduates of Guimaras State College, Academic Year 2012-2016. The assessment of job performance were the last four consecutive years 2012-2013, 2013-2014, 2014-2015 and 2015-2016.The respondents were classified according to age, sex, civil status, length of service, and position and educational attainment and industry affiliation. To gather the needed data for the study, the researchers utilized a researcher made questionnaire with reference to the BSHRM research study (2012) (BSHRM Work Performance as perceived by their supervisors) and BSBA research study (Supervisors' Performance towards Job performance of Bachelor of Science in Business Administration Graduates. The questionnaire was composed of two parts; Part one, solicited the personal data of the respondents. Part two, for the data obtain the employers feedback on the job performance of the BSHRM graduates. This questionnaire was already validated before the conduct of the study that has been a reference for this research. The data collected were sorted, and tabulated based on the requirement of the study. The data gathered were processed through the Statistical Package for Social Science (SPSS Version 17) and analyzed by gathering the mean, percentage, frequency, and ANOVA

RESULTS AND DISCUSSIONS

Data in Table 1 shows the profile of the respondents when categorized as to age, sex, civil status, and highest educational attainment. Results revealed that majority of the BSHRM Graduates have ages ranging from 21 to 30 years old. Which is why it can be gleaned in the result that majority of them were already married. Moreover, male respondents were dominated by their female counterparts. Furthermore, almost of them attained bachelor's degree.

Table 1. Profile of the Respondents when categorized as to variables

Particulars	Frequency	Percent
Age		
21 to 30 years old	13	40.6
31 to 40 years old	11	34.4
41 to 50 years old	3	9.4
51 to 60 years old	5	15.6
Total	32	100.0
Sex		
Male	13	40.6
Female	19	59.4
Total	32	100.0
Civil Status		
Single	11	34.4
Married	21	65.6
Total	32	100.0
Highest Educational Attainment		
Bachelor's Degree	31	96.9
Master's Degree with Doctorate Units	1	3.1
Total	32	100.0

Data in Table 2 shows the profile of the respondents when categorized as to length of service, position, and Industry affiliation. Result showed that majority of them was working for 1 to 5 years. Moreover, it was good to note that most of the graduates were employed as supervisor and working at the Hotel. As stated in GSC Mission –Guimaras State College is committed to provide access to relevant and quality education and advocate sustainable development|, it means that this College achieved in providing excellent and efficient graduates for customer's satisfaction.

Table 2. Profile of the Respondents when categorized as to variables

Particulars	Frequency	Percent
Length of Service:		
1 to 5 years	22	68.8
6 to 10 years	6	18.8
11 to 15 years	4	12.5
Total	32	100.0
Position Title:		
Housekeeping Supervisor	2	6.3
Restaurant Manager	2	6.3
Employer	3	9.4
Coast Guard Chief	2	6.3
Food Handler	1	3.1
Pharmacist	1	3.1
Total	32	100.0
Industry Affiliation:		
Hotel	6	18.8
Restaurant	5	15.6
Fast Food Chains	5	15.6
Cruise lines	3	9.4
Government Agencies	3	9.4
Business Firms	6	18.8
OFW	4	12.5
Total	32	100.0

Table 3 shows the level of performance of the BSHRM graduates as assessed by their managers or supervisors in terms of responsibility, workmanship and behavior/attitude. In terms of responsibility, results showed that BSHRM graduates know the purpose of their job and what is required to accomplish and how it contributes to the objectives of the department. Additionally, they proceeds on assigned work voluntarily, do more than the assigned share of work or task, and readily accepts the suggestions of their manager/supervisor. In terms of workmanship, respondents were cooperative and easy to work with. Additionally, they were enthusiastic and perform their jobs without relying to the others. This means that they were approachable and passionate with their job.

In terms of behavior/attitude, respondents were honest and reliable in carrying out instructions. Moreover, they show respect to those who are in authority, clients and fellow employees. This implies that BSHRM graduates were trustworthy and possess good attitude.

Table 3. Level of performance of the BSHRM graduates as assessed by their managers or supervisors in terms of responsibility, workmanship and behavior/ attitude

The employee . .	N	Mean	SD	Interpretation
A. Responsibility				
Knows the purpose of the job and what is required to be accomplished and how it contributes to the objectives of the department.	32	4.03	.47	Very Satisfactory
Has the ability and effectiveness in prioritizing his/her job.	32	3.84	.52	Very Satisfactory
Do more than the assigned share of work or task.	32	3.78	.66	Very Satisfactory
Demonstrates willingness to perform unassigned tasks when needed.	32	3.66	.65	Very Satisfactory
Proceeds on assigned work voluntarily and readily accepts the suggestions.	32	3.84	.68	Very Satisfactory
Over-all	32	3.83	.41	Very Satisfactory
B. Workmanship				
Is enthusiastic while doing the job.	32	3.94	.56	Very Satisfactory
Requires less supervision.	32	3.71	.61	Very Satisfactory
Is cooperative and easy to work with.	32	4.00	.57	Very Satisfactory
Perform certain task without relying to others.	32	3.84	.63	Very Satisfactory
Informs the appropriate person with his late, absent or unable to complete the task assigned.	32	3.09	.69	Satisfactory
Over-all	32	3.73	.40	Very Satisfactory
C. Behavior/Attitude				
Is honest and reliable in carrying out instructions.	32	4.09	.53	Very Satisfactory
Shows punctuality at all times.	32	3.47	.76	Very Satisfactory
Shows respect to those who are in authority, clients and fellow employees.	32	4.00	.57	Very Satisfactory
Shares acquired skills with others.	32	3.94	.62	Very Satisfactory
Exhibits sense of loyalty.	32	3.69	.54	Very Satisfactory
Over-all	32	3.84	.37	Very Satisfactory

Scale: 1.00-1.80, unsatisfactory; 1.81-2.60, barely satisfactory; 2.61-3.40, satisfactory; 3.41-4.20, very satisfactory; 4.21-5.00, outstanding

Data in Table 4 shows the difference among responsibility, workmanship, and behavior/attitude of the respondents as assessed by their managers and supervisors in terms of age, sex, civil status, and educational attainment. Result showed that the level of significance were greater than 0.05 which means that there were no significant differences among their responsibility, workmanship, and behavior in terms of age, sex, civil status, and educational attainment. This means that regardless of their ages, sexes, civil statuses, and educational attainment their responsibility, workmanship and behavior do not vary.

Table 4. Differences among responsibility, workmanship, and behavior/attitude

Particulars		df	F	Sig.	Interpretation
Responsibility * Age	Between Groups Within Groups Total	3 28 21	.40	.75	Not Significant
Workmanship * Age	Between Groups Within Groups Total	3 28 31	.11	.95	Not Significant
Behavior/Attitude * Age	Between Groups Within Groups Total	3 28 31	.49	.69	Not Significant
Responsibility * Sex	Between Groups Within Groups Total	1 30 31	.49	.49	Not Significant
Workmanship * Sex	Between Groups Within Groups Total	1 30 31	.01	.93	Not Significant
Behavior/Attitude * Sex	Between Groups Within Groups Total	1 30 31	.24	.63	Not Significant
Responsibility * Civil Status	Between Groups Within Groups Total	1 30 31	.02	.90	Not Significant
Workmanship * Civil Status	Between Groups Within Groups Total	1 30 31	.05	.82	Not Significant
Behavior/Attitude * Civil Status	Between Groups Within Groups Total	1 30 31	.05	.82	Not Significant
Responsibility * Educational Attainment	Between Groups Within Groups Total	1 30 31	2.02	.17	Not Significant
Workmanship * Educational Attainment	Between Groups Within Groups Total	1 30 31	3.16	.09	Not Significant
Behavior/Attitude* Educational Attainment	Between Groups Within Groups Total	1 30 31	.98	.33	Not Significant

α<0.05 level of significance

Table 5 shows the differences among responsibility, workmanship, and behavior/attitude of the respondents as assessed by their managers and supervisors in terms of their length of service, position, and industry. Results revealed that there were no significant differences among their responsibility, workmanship, and behavior in terms of length of service, position, and industry.

Table 5.Differences among Responsibility Workmanship Behavior/Attitude

		df	F	Sig.	Interpretation
Responsibility * Length of Service	Between Groups	2	1.04	.37	
	Within Groups	29			Not Significant
	Total	31			
Workmanship * Length of Service	Between Groups	2	.79	.46	
	Within Groups	29			Not Significant
	Total	31			
Behavior/Attitude * of Length Service	Between Groups	2	1.56	.23	
	Within Groups	29			Not Significant
	Total	31			
Responsibility * Position Title	Between Groups	10	1.40	.25	
	Within Groups	21			Not Significant
	Total	31			
Workmanship * Position Title	Between Groups	10	1.76	.13	
	Within Groups	21			Not Significant
	Total	31			
Behavior/Attitude * Position Title	Between Groups	10	1.72	.14	
	Within Groups	21			Not Significant
	Total	31			
Responsibility * Industry	Between Groups	6	1.27	.31	
	Within Groups	25			Not Significant
	Total	31			
Workmanship * Industry	Between Groups	6	1.47	.23	
	Within Groups	25			Not Significant
	Total	31			
Behavior/Attitude * Industry	Between Groups	6	1.03	.43	
	Within Groups	25	1.27	.31	Not Significant
	Total	31			

$\alpha<0.05$ level of significance

CONCLUSION

Based on the study, almost half of the number of respondents was aging 21 to 30 years old, at least half of the number of respondents was females, majority of the respondents were married, majority of the number of respondents was bachelor's degree holders, almost number of the respondents was supervisors, majority of the number of respondents rendered 1 to 5 years of length of service, and almost number of the respondents was working in hotels and in business firms. BSHRM graduates performed very satisfactory sense of responsibility, workmanship and attitude/behavior towards their work as employees when assessed by their managers and supervisors. Furthermore, there were no significant differences among the level of performance of the graduates as assessed by the employers when they are categorized to age, sex, civil status, length of service, and position and educational attainment and industry affiliation.

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GUIMARAS STATE COLLEGE EMPLOYEES' BODY MASS INDEX STATUS: BASIS FOR THE DEVELOPMENT OF EMPLOYEES WELLNESS PROGRAM

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ABSTRACT

The body mass (weight) and the height of an individual are the attributes used to derive Body Mass Index (BMI) or Quetelet Index. The body mass divided by square of the body height gives BMI and expressed in unites kg/m2, mass is in kilograms and height is in meters. BMI categorizes the person as underweight, normal, overweight or obese. Thus, this descriptive study was conducted to determine the body mass index status of employees of Guimaras State College. The respondents were the 114 faculty and staff. The height and weight of the respondents were taken using a tape measure and weighing sale to determine the body mass index status. Personal Data Sheet was used as another option to get the data due to the unavailability of respondents during the actual measurement of their height and weight. Statistical tools used were frequency, percentage distribution and weighted mean. Results revealed that in Academic Year 2017-2018, there were more female faculties and staffs that were tenured compared to male. Majority of the faculty were old, have permanent job specialize in teaching Filipino and English language with teaching load below 24 units. As to the profile of staff, majority of them were young and employed as job order. Furthermore, its good to note that the young permanent female faculties were healthy.

Keywords: Body Mass Index, faculty, staff, GSC

INTRODUCTION

Background of the Study

Body size does really matter in this modern time. It is now the basis of beauty and personal and professional satisfaction. A notable amount of fats present in the body makes most of us go wild. This causes us to rush to the gym, trim our dietary allowance, ingesting bitter-tasted slimming drugs, and even undergoing costly and excruciating surgical operations. Excessive fats in the arms, abdomen, and thighs are indicators of overweight and obesity.

Body mass index (BMI) has been considered to be an acceptable proxy for body fatness. It is defined as a person's weight in kilograms over the square of his height in meters. This has been directly related to health risks and death rates in many populations. BMI can be used to screen for weight categories that may lead to health problems but it is not diagnostic of the body fatness or health of an individual. As BMI increased, health status decreased significantly (and to a clinically relevant degree) for respondents categorized as obese compared with normal weight (Di Bonaventura, 2015).

On the other hand, body fatness affects the job performance of an individual. Excess fat in terms of additional weight increases the energy cost of the activity. A direct negative relationship was found between added weight and decreased performance (Willford, 1998). Gates, et. al. (2008) believed that obesity has been found to reduce the quality of life for both men and women. With this, employers are struggling with increasing costs related to health care and absenteeism. Moreover, excess weight has a great impact on the health and quality of life of individuals (Bener, 2006).

BMI profile and prevalence of overweight and obesity differs between occupations and sectors. Despite the differences are explained partly by socio-demographic factors, based on a given distribution of age, sex, and education within each occupational group and sector, the occupational group- and sectorspecific strategies to prevent and reduce overweight are recommended (Proper, 2010).

Among men, the relationship between obesity and work limitations was not statistically significant. Obesity appears to result in future productivity losses through reduced workforce participation and increased work limitations. These findings have important implications in the U.S., which is currently experiencing a rise in the prevalence of obesity (Tunceli, 2006).

The aforementioned realities can be resolved through a faculty wellness program. In higher education, employee wellness programming is not always prevalent. However, tertiary academic institutions are often better positioned to offer wellness programming to faculty and staff (Hill & Korolkova, 2014).With these, the study intended to identify the body mass index status of the Guimaras State College faculty and staff.

Statement of the Problem

This study aimed at identifying the body mass index status of the Guimaras State College faculty and staff. Specifically, this study sought answers to the following queries: (1) what is the profile of the faculty in terms of sex, age, employment status, specialization, and number of teaching load, (2) what is the profile of the staff in terms of sex, age, and employment status, and (3) what is the body mass index status of the faculty and staff when grouped according to profile and taken as a whole.

METHODOLOGY

This descriptive study aimed to identify the body mass index status of the Guimaras State College faculty and staff. The respondents of the study were the 114 faculty and staff of Guimaras State College and they were chosen using the convenient sampling. Out of this total number of respondents, 77were faculty and 37 were staffs. To determine the body mass index status, the height and weight of the respondents were taken using a tape measure weighing scale. The study started when permission to conduct the study was granted to the researchers. Then, a complete list of faculty and staff was taken from the Human Resource Management Office. The researchers then took personally their height and weight. Personal Data Sheet was used as another option to get the data due to the unavailability of respondents during the actual measurement of their height and weight.

To determine the profile of the faculty in terms of sex, age, employment status, specialization, and number of teaching load; frequency and percentage distribution were used. On the other hand, to determine the profile of the staff in terms of sex, age, and employment status; frequency and percentage distribution were also used. To determine the body mass index status of the faculty and staff when grouped according to profile and taken as a whole; weighted mean was utilized.

RESULTS AND DISCUSSION

Demographic Profile

Table 1 presented the demographic profile of the faculty. There were 36 males (46.75%) and 41 females (53.25%). In terms of the age, 37 (48.05%) were 43 years old and below and the remaining 40 (51.95%) were above 43 years old. 47 (61.04%) of them were permanent faculty and 30 (38.96%) were contractual teachers.

Data in Table 2 presents the faculty profile according to their specialization. 14 (18.18%) from Language-both English and Filipino; 10 (12.99%) from Social Sciences; 9 (11.69%) from Computer and Information Technology; 7 (9.09%) from Mathematics; 7 (9.09%) from Industrial Technology; 6 (7.79%) from Natural and Physical Sciences; 5 (6.49%) from Hospitality Management, Foods and Home Economics; 5 (6.49%) from other fields; 3 (3.90%) from Business and Management; 4 (5.19%) from Agriculture; 3 (3.90%) from Physical Education; 2 (2.60%) from Criminology; 1 (1.30%) from Educational Management and 1 (1.30%) from Library Sciences.

Table 1. Faculty Demographic Profile (Sex, Age, and Employment Status)(N=77)

Particular	f	%
Sex		
Male	36	46.75
Female	41	53.25
Age		
Young (43 yrs old & below)	37	48.05
Old (above 43 years old)	40	51.95
Employment Status		
Permanent	47	61.04
Contractual	30	38.96
Specialization		
Hospitality Management, Foods & Home Economics	5	6.49
Business & Management	3	3.90
Language (English & Filipino)	14	18.18
Natural & Physical Sciences	6	7.79
Social Sciences	10	12.99
Mathematics	7	9.09
Physical Education	3	3.90
Agriculture	4	5.19
Criminology	2	2.60
Industrial Technology	7	9.09
Computer Science & Information Technology	9	11.69
Library Science	1	1.30
Educational Management	1	1.30
Others	5	6.49

As revealed in Table 3, most of the faculty were carrying below 24 units of teaching load (47.40%). Some are teaching the 24 units (24.03) and others are with more than 24 units of teaching load. In the first semester of AY 2017-2018, the faculty carried below 24 units (n=38, 49.35%), 24 units (n=18, 23.38%), and some have more than 24 units (n=21, 27%) of teaching load. For the second semester, 35 (45.45%) have below 24 units, 19 (24.68%) have 24 units, and 23 (28.57%) have more than 24 units.

Table 3. Faculty Profile According to Number of Teaching Load

	1st Semester, A.Y. 2017-2018 (n=77)		2nd Semester, A.Y. 2017-2018 (n=78)		Mean Percentage
	f	%	f	%	
Below 24 units	38	49.35	35	45.45	47.40
24 units	18	23.38	19	24.68	24.03
Above 24 units	21	27.27	23	29.87	28.57

In Table 4, data represent the demographic profile of the staff in terms of their sex, age, and employment status. It shows that there are 13 (35.14%) male and 24 (64.86%) female staff as the respondents of this study. In terms of age, 21 (56.76%) were young and 16 (43.24%) were old. When grouped according to the employment status, 15 (40.54%) were permanent and 22 (59.46%) were job order staff.

Table 4. Staff Demographic Profile (Sex, Age, and Employment Status) (N=77)

Particular	f	%
Sex		
Male	13	35.14
Female	24	64.86
Age		
Young (43 yrs old & below)	21	56.76
Old (above 43 years old)	16	43.24
Employment Status		
Permanent	15	40.54
Job Order	22	59.46

Body Mass Index Status

The body mass index status is presented in Table 5. The findings show that 27.71% are healthy, 13.85% are overweight, 4.11% are obese, 2.81% are underweight and 1.30% are extremely obese. When grouped into sex, the male have 19 (24.68%) healthy, 10 (12.99%) overweight, 4 (5.19%) obese, 2 (2.60%) underweight, and 1 (1.30%) extremely obese faculty while the female have 23 (29.87%) healthy, 12 (15.58%) overweight, 3 (3.90%) underweight, 2 (2.60%) obese, and 1 (1.30%) extremely obese faculty.

When grouped into age, there were 24 (31.17%) healthy, 8 (10.39%) overweight, 4 (5.19%) underweight, 1 (1.30%) obese and 1 (1.30%) extremely obese young faculty. There are also 19 (24.68%) healthy, 14 (18.18%) overweight, 5 (6.49%) obese, and 1 (1.30%) extremely obese old faculty. Lastly, when grouped according to employment status, there were 27 (35.06%) healthy, 17 (22.08%) overweight, 5 (7.79%) obese, and 2 (2.60%) extremely obese permanent faculty. There are also 15 (19.48%) healthy, 5 (3.90%) overweight, 3 (3.90%) underweight, and 1 (1.30%) obese contractual faculty. This implies that regardless of the sex, age, and employment status of faculty respondents they were living a healthy lifestyle.

Table 5. Body Mass Index Status of the Faculty (N=77)

Particular	Underweight		Healthy		Overweight		Obese		Extremely Obese	
	f	%	f	%	f	%	f	%	f	%
Sex										
Male	2	2.60	19	24.68	10	12.99	4	5.19	1	1.30
Female	3	3.90	23	29.87	12	15.58	2	2.60	1	1.30
Age										
Young (43 yrs old & below)	5	7.79	23	29.87	8	10.39	1	1.30	1	1.30
Old (above 43 years old)	0	0	19	24.68	14	18.18	5	6.49	1	1.30
Employment Status										
Permanent	0	0	27	35.06	17	22.08	5	7.79	2	2.60
Contractual	5	7.79	15	19.48	5	3.90	1	1.30	0	0
Weighted Mean		2.81		27.71		13.85		4.11		1.30

Data in Table 6 revealed the body mass index status of the staff. The findings show that there were 46.17% healthy, 11.26% overweight, and 1.35% underweight. When grouped into sex, there were 10 (27.03%) healthy, 3 (8.11%) overweight, and 1 (2.70%) underweight male staff. There were also 18 (48.65%) healthy and 5 (13.51%) female staff. When grouped according to age, there were 14 (37.84%) healthy, 7 (18.92%) overweight, and 1 (2.70%) underweight young staff. There were also 14 (37.84%) healthy and 1 (2.70%) old staff. Lastly, when grouped according to employment status, there were 12 (32.43%) healthy and 4 (10.81%) overweight permanent staff. There were also 16 (43.24%) healthy, 5 (13.51%) overweight, and 1 (2.70%) underweight staff who are job orders.

Table 6. Body Mass Index Status of the Staff (N=77)

Particular	Underweight		Healthy		Overweight		Obese		Extremely Obese	
	f	%	f	%	f	%	f	%	f	%
Sex										
Male	1	2.70	10	27.03	3	8.11	0	0	0	0
Female	0	0	18	48.65	5	13.51	0	0	0	0
Age										
Young (43 yrs old & below)	1	2.70	14	37.84	7	18.92	0	0	0	0
Old (above 43 years old)	0	0	14	37.84	1	2.70	0	0	0	0
Employment Status										
Permanent	0	0	12	32.43	4	10.81	0	0	0	0
Job Order	1	2.70	16	43.24	5	13.51	0	0	0	0
Weighted Mean		1.35		46.17		11.26				

CONCLUSIONS

The nature of work is a determinant of the body mass index status of a person. There are cases of underweight both in young males and females. This is supported with the isolate cases of the contractual faculty only. This could be inferred that the salary of the contractual faculty is not enough to support their basic needs, specifically food. Moreover, the study presented good BMI status of the staff. This might be because of the nature of work. Their job works good fitness status for them to accomplish their task excellently. Same also with the faculty, there is a case of underweight in a job order staff.

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FACTORS AFFECTING PUBLIC SECONDARY SCHOOL LEAVERS: BASIS FOR THE COLLEGE OF TEACHER EDUCATION EXTENSION PROGRAM

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ABSTRACT

School dropout leads to failure in social integration, and as a result greatly diminishes a person's chances to achieve personal success in legally accepted fields of activity. This study was conducted to determine the factors affecting public secondary school leavers in Buenavista, Division of Guimaras. The researcher made use of the descriptive research design. The respondents were the selected 167 leavers of all public secondary schools in Buenavista, Guimaras. The needed data in the study were gathered using the researchers prepared questionnaire. The data were collected, sorted and tabulated based on the requirements of the study. The data gathered were analyzed using frequency, percent, and mean. Majority of the respondents were young, male, attended at Buenavista National High School, both parents were high school graduate. The school is within the distance from their homes. Most of them have a monthly family income ranging from Php 10,000 and below. Most of the factors affecting their attendance in classes were school factors because majority of them agreed that they don't like the teachers in school and that there are not enough books to use. As to family factor, most of the respondents agreed that they left school because their parents were separated and they just stay with their relatives. These factors greatly contributed for the students to leave schools. There should be something to be done to help curtail this situation.

Keywords: factors, leavers, public secondary school

INTRODUCTION

Background of the Study

Education is man's most important tool in order to survive the crises that he is facing. It is the key that opens the doors to various opportunities for the advancement that would benefit both the person and the nation. Hence, parents send their children to different institutions in order to gain education that is responsive to the current needs of the time and of the people who are in need of finding satisfactory means of livelihood.

A successful student is expected to graduate from basic education; be prepared for the workforce, additional postsecondary education, or military service; and be able to participate in society as a productive, engaged citizen. However, though basic education is free in the Philippines, students fail to finish their basic education. According to the Commission on Higher Education (CHED, 2008), out of 100 Grade One pupils, only 66 finished Grade Six. Only 58 of the 66 go on to enroll in first-year high school and only 43 finish high school. Of the 43 who finished high school, only 23 enroll in college and only 14 of the 23 graduated from college. Thus, schools must provide quality education to encourage the students to have interest in their studies in order to minimize the number of drop-outs.

School dropout leads to failure in social integration, and as a result greatly diminishes a person's chances to achieve personal success in legally accepted fields of activity. Even though how intelligent the students are, they are surrounded by some factors that hinder their learning for these are the reasons why they are leaving from the school.

Therefore, the researcher has come up with this study to know the drop-out rate of students in public secondary schools in Buenavista, Division of Guimaras. This research study would be able to determine the factors affecting why students dropped out. Thus, the College of Teacher Education extension program can make appropriate action for the drop-out students.

Statement of the Problem

This study was conducted to determine the factors affecting public secondary school leavers in Buenavista, Division of Guimaras. Specifically, this study sought answers to the following questions: (1) What is the personal and socio economic profile of the school leavers? (2) What are the factors that affect public secondary school leavers when taken as a whole, (3) What are the factors contributing to leaving from school when categorized according to age, sex, school last attended, distance of school from residence, parent's educational attainment, monthly family income and family size.

METHODOLOGY

This study utilized the descriptive research design. Descriptive research was used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The respondents of the study were the selected 167 leavers of all public secondary schools in Buenavista, Division of Guimaras.

The lists of dropouts were taken from the Records Section in the public secondary schools in Buenavista, Division of Guimaras, Principal's office, and reasons were taken from the respondents or parents/ guardian of identified school leavers.

Table 1. Distribution of the respondents

Schools	Total Population	Number of Respondents
East Valencia National High School (EVNHS)	108	63
Getulio National High School (GNHS)	13	8
Supang National High School (SNHS)	10	6
Agsanayan National High School (ANHS)	26	16
Buenavista National High School (BNHS)	131	74
Total	288	167

The data were gathered using the researchers prepared questionnaire. The questionnaire was composed of two parts. Part I, includes the personal profile and the socio-economic profile of the respondents. Part II, includes the factors affecting leaving from the school of the students. Jury validation was used to establish the validity of the questionnaire. The questions were analyzed carefully by subjecting them to juries who are experts in the field of specialization. The questions was analyzed by the juries and identified whether appropriate, not appropriate, or needs revision. The juries made some suggestions and recommendations in order to improve the questionnaire. Validity answers the researchers' question that the items measure what it intends to measure. Cronbach alpha was used to establish the reliability of the instrument.

After the questionnaire was found valid and reliable, the researcher asked permission from the District Supervisor and School Heads of public secondary schools in the Buenavista, Division of Guimaras. After permission was granted, the researchers were personally conducted an interview to the leavers or parents/ guardian of the leavers. The data gathered were calculated, analyses, presented and interpreted using appropriate statistical tools. The data were collected, sorted and tabulated based on the requirements of the study. The data gathered were analyzed using appropriate statistical tools.

RESULTS AND DISCUSSION

Profile of the Respondents

Table 2 presents the profile of the respondents in terms of age, sex, school last attended, distance from home to school, parents' educational attainment, monthly family income and family size. Result revealed that out of 167 respondents, 89 or 53.3% was young and 78 or 46.7% were old. As to sex, majority of 135 or 80.8% were male and 32 or 19.2 percent were female. As to school last attended by the respondents, 75 or 44.9 percent were from Buenavista National High School, 63 or 37.7% were from East Valencia National High School, 6 or 3.60% were from Supang National High School, 8 or 4.80% were from Getulio National High School and 15 or 9.0% were from Agsanayan National High School. Majority of the respondents were from Buenavista National High School.

As to the distance of school from residence, 24 or 14.4 percent were less than 1 km, 86 or 51.5 percent were 1-3 km., 43 or 25.7 percent were 3-4 km., 11 or 6.60 were 4-5 km., and 3 or 1.80 were 5-10 km. Majority of the respondents has a distance of 1-3 km from residence to school. As to fathers' educational attainment, 13 or 7.8 percent were college graduate, 12 or 7.2 percent were college level, 42 or 25.1 percent were high school graduate, 42 or 25.1 percent were High School level, 33 or 19.8 percent were Elementary graduate and 25 or 15.0 percent were elementary level. Majority of the respondents' fathers were high school graduate and High School level. As to mothers' educational attainment, 18 or 10.8 percent were college graduate, 10 or 6.0 percent were college level, 48 or 28.7 percent were high school graduate, 38 or 22.8 percent were elementary graduate, 14 or 8.4 were elementary level. Majority of the respondents' mothers were high school graduate. As to monthly family income, 159 or 95.2 percent were 10,000 and below, 5 or 3.0 percent were 10,001-20,000, 1 or 0.6 percent were 20,001-30,000, and 2 or 1.2 percent were 40, 0001 and above.

Majority of the respondents have a monthly family income of 10,000 and below. As to family size, 17 or 10.2 percent belonged to 1-3 members in the family, 79 or 47.3 percent belonged to 4-6 members in the family, 52 or 31.1 percent belonged to 7-9 members in the family and 19 or 11.4 percent belonged to 10 above members in the family. Majority of the respondents belonged to the total of 4-6 members in the family.

Table 2. Profile of the School Leavers when categorized as to Variables

Variables	Frequency	Percent
Age		
Young	89	53.3
Old	78	46.7
Total	167	100.0
Sex		
Male	135	80.8
Female	32	19.2
Total	167	100.0
School Last Attended		
Buenavista National High School (BNHS)	75	44.9
East Valencia National High School (EVNHS)	63	37.7
Supang National High School (SNHS)	6	3.6
Getulio National High School (GNHS)	8	4.8
Agsanayan National High School (ANHS)	15	9.0
School (ANHS) Total	167	100.0
Distance from home to school		
Less than 1 km	24	14.4
1-3 km	86	51.5
3-4 km	43	25.7
4-5 km	11	6.6
5-10 km	3	1.8
Total	167	100.0

Table 2. Continued . . . .

Fathers' Educational attainment		
College graduate	13	7.8
College level	12	7.2
High school graduate	42	25.1
High school level	42	25.1
Elementary graduate	33	19.8
Elementary level	25	15
Total	167	100.0
Mothers' Educational attainment		
College graduate	18	10.8
College level	10	6.0
High school graduate	48	28.7
High school level	39	23.4
Elementary graduate	38	22.8
Elementary level	14	8.4
Total	167	100.0
Monthly Family Income		
10,000.00 and below	159	95.2
1001.00-20,000.00	5	3.0
20,001.00-30,000.00	1	0.6
40,001.00 and above	2	1.2
Total	167	100.0
Family Size		
1-3	17	10.2
4-6	79	47.3
7-9	52	31.1
10 above	19	11.4
Total	167	100.0

Table 3 presents the Factors affecting Public Secondary School Leavers as a whole. Results revealed that the mean value for personal factor was 2.74 interpreted as – A Factor|, school factor obtained the mean value of 2.81 interpreted as – A Factor|, family factor has a mean value of 2.84 interpreted as – A Factor|, and environmental factor got a mean of 2.65 interpreted as – A Factor|. This means that the respondents agree that these factors affect why they are leaving from school.

Table 3. Factors affecting Public Secondary School Leavers Taken as a Whole

Factors affecting from leaving the School	Mean	Remarks
Personal Factor	2.74	A Factor
1. I am always sick.	2.86	A Factor
2. I do not like going to school because I am shy.	2.72	A Factor
3. I do not like studying lessons and doing assignments.	2.67	A Factor
4. I am afraid of my teachers.	2.92	A Factor
5. I am always late, I'd rather be absent from class.	2.53	A Factor
School Factor	2.81	A Factor
6. I do not like the teachers in school.	3.00	A Factor
7. There are not enough books to use and I do not like sharing with others.	2.95	A Factor
8. The classes are crowded, the classrooms are not conducive for learning.	2.89	A Factor
9. Lessons are hard for me to understand.	2.77	A Factor
10. The teachers give me a lot of assignments and projects.	2.49	Slightly A Factor
Family Factor	2.84	A Factor
11. Members of our family has not gone to school, why should I?	2.91	A Factor
12. My family keeps on transferring residence.	2.96	A Factor
13. My parents earn less that we need to work to add to the family income.	2.34	Slightly A Factor
14. My parents are separated and I just stay with my relatives.	3.14	A Factor
Environment Factor	2.65	A Factor
15. Our house is far from school.	2.60	A Factor
table 3. Continued		
16. Transportation is difficult	2.67	A Factor
17. My friends always influence me not to attend our classes.	2.28	Slightly A Factor
18. My classmates are noisy, I cannot listen to the teacher.	2.81	A Factor
19. My classmates laugh at me whenever I recite.	2.91	A Factor
20. I received less motivation from my family	2.90	A Factor

Legend: 3.26-4.00-A Great Factor (AGF); 2.51-3.25-A Factor (AF); 1.76-2.50-Slightly a Factor (SAF); 1.00-1.75-Not a Factor (NAF)

Table 4 presents the factors affecting public secondary school leavers according to age. Young respondents classifies a great factor in the item –My parents were separated and I just stay with my relatives|, while old respondents consider it as a factor. Further, they classify as a factor on items – I do not like the teachers in school|, and –My family keeps on transferring residents|. While they slightly consider a factor on items –My friends influence me not to attend our classes|, –My parents earn less that we need to work to add to the family income|, and –The teachers give me a lot of assignments and projects|. This implies that the family status of the young and old students greatly affects them from leaving the school. Furthermore, a large sum of homework does not affect them from leaving the school as well as the influence of their friends.

Table 4. Factors affecting Public Secondary School Leavers according to age

Factors affecting from leaving the School	Young	Remarks	Old	Remarks
Personal Factor				
1. I am always sick.	2.83	A Factor	2.86	A Factor
2. I do not like going to school because I am shy.	2.68	A Factor	2.72	A Factor
3. I do not like studying lessons and doing assignments.	2.60	A Factor	2.67	A Factor
4. I am afraid of my teachers.	3.01	A Factor	2.92	A Factor
5. I am always late, I'd rather be absent from class.	2.47	Slightly A Factor	2.53	A Factor
School Factor				
6. I do not like the teachers in school.	2.99	A Factor	3.00	A Factor
7. There are not enough books to use and I do not like sharing with others.	2.97	A Factor	2.95	A Factor
8. The classes are crowded, the classrooms are not conducive for learning.	2.91	A Factor	2.89	A Factor
9. Lessons are hard for me to understand.	2.77	A Factor	2.77	A Factor
10. The teachers give me a lot of assignments and projects.	2.46	Slightly A Factor	2.48	Slightly A Factor
Family Factor				
11. Members of our family has not gone to school, why should I?	2.88	A Factor	2.91	A Factor
12. My family keeps on transferring residence.	2.94	A Factor	2.96	A Factor
13. My parents earn less that we need to work to add to the family income.	2.30	Slightly A Factor	2.34	Slightly A Factor
14. My parents are separated and I just stay with my relatives.	3.37	A Great Factor	3.14	A Factor
15. I received less motivation from my family.	2.91	A Factor	2.90	A Factor
Environment Factor				
16. Our house is far from school.	2.56	A Factor	2.60	A Factor
17. Transportation is difficult	2.71	A Factor	2.67	A Factor
18. My friends always influence me not to attend our classes.	2.23	Slightly A Factor	2.28	Slightly A Factor
19. My classmates are noisy, I cannot listen to the teacher.	2.76	A Factor	2.81	A Factor
20. My classmates laugh at me whenever I recite.	2.90	A Factor	2.91	A Factor
Mean	2.76	A Factor	2.77	A Factor

Legend: 3.26-4.00-A Great Factor (AGF); 2.51-3.25-A Factor (AF); 1.76-2.50-Slightly a Factor (SAF); 1.00 -Not a Factor (NAF)

Data in Table 5 presents the factors affecting Public Secondary School Leavers according to sex. Scrutinizing the table, the items that got the highest mean for male and female respondents were —My parents are separated and I just stay with my relatives|, —I do not like the teachers in school|, and —My classmates laugh at me whenever I recite|, all described as A Factor. Furthermore, their responses differ on items —My parents earn less that we need to work to add to the family income| male students slightly consider these as factors for leaving school while female consider these a factor. Moreover, male respondents slightly consider also a factor on items| Our house is far from school| while female consider these as factors from leaving the school. The result means that in terms of sex the teachers, classmates, and the parents affect respondents from leaving the school.

Table 5. Factors affecting Public Secondary School Leavers according to sex

Factors affecting from leaving the School	Male	Remarks	Female	Remarks
Personal Factor				
1. I am always sick.	2.81	A Factor	2.86	A Factor
2. I do not like going to school because I am shy.	2.78	A Factor	2.72	A Factor
3. I do not like studying lessons and doing assignments.	2.86	A Factor	2.67	A Factor
4. I am afraid of my teachers.	2.94	A Factor	2.92	A Factor
5. I am always late, I'd rather be absent from class.	2.75	A Factor	2.53	A Factor
School Factor				
6. I do not like the teachers in school.	3.06	A Factor	3.00	A Factor
7. There are not enough books to use and I do not like sharing with others.	2.94	A Factor	2.95	A Factor
8. The classes are crowded, the classrooms are not conducive for learning.	2.81	A Factor	2.89	A Factor
9. Lessons are hard for me to understand.	2.84	A Factor	2.77	A Factor
10. The teachers give me a lot of assignments and projects.	2.59	A Factor	2.48	A Factor
Family Factor				
11. Members of our family has not gone to school, why should I?	2.94	A Factor	2.91	A Factor
12. My family keeps on transferring residence.	2.94	A Factor	2.96	A Factor
13. My parents earn less that we need to work to add to the family income.	2.29	Slightly A Factor	2.34	Slightly A Factor
14. My parents are separated and I just stay with my relatives.	3.03	A Factor	3.14	A Factor
15. I received less motivation from my family.	2.88	A Factor	2.90	A Factor
Environment Factor				
16. Our house is far from school.	2.50	A Factor	2.60	A Factor
17. Transportation is difficult	2.63	A Factor	2.67	A Factor
18. My friends always influence me not to attend our classes.	2.59	A Factor	2.28	A Factor
19. My classmates are noisy, I cannot listen to the teacher.	2.78	A Factor	2.80	A Factor
20. My classmates laugh at me whenever I recite.	3.03	A Factor	2.91	A Factor

Legend: 3.26-4.00-A Great Factor (AGF); 2.51-3.25-A Factor (AF); 1.76-2.50-Slightly a Factor (SAF); 1.00 -Not a Factor (NAF)

Table 6 presents the Factors affecting Public Secondary School Leavers according to school last attended. Looking at the table, the items that got the highest mean that came from Buenavista National High School was –My parents are separated and I just stay with my relatives| (M=3.14) described as a factor; the lowest mean (M=2.21) was item –My parents earn less that we need to work to add to the family income| described as slightly a factor.

For those who came from East Valencia National High School, the factors that affects them from leaving school were that they were shy, do not like and afraid of their teachers, there were not enough books, and were always sick. Additionally, they slightly consider a factor the less earnings of their parents the reason that they need to work.

For those who came from Supang National High School, they classifies as a factor that affects them from leaving school were that they do not like and afraid of their teachers, the lessons were hard for them to understand, and that their family keeps on transferring residents. While they slightly consider a factor that their parents earns less that they need to work.

For those who came from Getulio National High School, they distinguish as factors from leaving the lack of books to use, crowded classes, tardiness, and the dislike for their teachers. Moreover, they slightly consider a factor the difficulty on transportation, influence of their friends to escape classes, and a loads of assignments and projects.

For those who came from Agsanayan National High School, the students consider a factor from leaving school the lacks of books and dislike towards their teachers. Moreover, they slightly distinguish as a factor the separation of their parents the reason they stay with their relatives.

Table 6. Factors affecting Public Secondary School Leavers according to school last attended

Factors affecting from leaving the School	BNHS	Rem.	EVNHS	Rem.	SNHS	Rem.	GNHS	Rem	ANHS	Rem
Personal Factor										
1. I am always sick,	2.81	AF	3.00	AF	3.00	AF	2.80	AF	2.86	AF
2. I do not like going to school because I am shy.	2.79	AF	3.00	AF	2.88	AF	2.67	AF	2.72	AF
3. I do not like studying lessons and doing assignments.	2.73	AF	2.83	AF	3.00	AF	2.60	AF	2.67	AF
4. I am afraid of my teachers.	2.94	AF	3.00	AF	3.00	AF	2.80	AF	2.92	AF
5. I am always late, I'd rather be absent from class.	2.60	AF	2.50	AF	2.88	AF	2.33	AF	2.53	AF
School Factor										
6. I do not like the teachers in school.	3.03	AF	3.00	AF	3.00	AF	3.00	AF	3.00	AF

7. There are not enough books to use and I do not like sharing with others.	2.89	AF	3.00	AF	2.88	AF	3.00	AF	2.95	AF
8. The classes are crowded, the classrooms are not conducive for learning.	2.82	AF	3.00	AF	2.75	AF	3.00	AF	2.89	AF
9. Lessons are hard for me to understand.	2.77	AF	2.83	AF	3.00	AF	2.67	AF	2.77	AF
10. The teachers give me a lot of assignments and projects.	2.56	AF	2.50	AF	3.00	AF	2.20	AF	2.48	SAF
Family Factor										
11. Members of our family has not gone to school, why should I?	2.97	AF	2.50	AF	2.38	AF	3.00	AF	2.91	AF
12. My family keeps on transferring residence.	2.98	AF	2.83	AF	3.00	AF	3.00	AF	2.96	AF
13. My parents earn less that we need to work to add to the family income.	2.21	SAF	2.00	SAF	1.75	NAF	2.47	SAF	2.34	SAF
14. My parents are separated and I just stay with my relatives.	3.14	AF	2.83	AF	2.75	AF	2.86	AF	2.14	SAF
15. I received less motivation from my family	2.90	AF	2.33	SAF	2.38	SAF	2.93	AF	2.90	AF
Environment Factor										
16. Our house is far from school.	2.46	SAF	2.50	SAF	2.25	SAF	2.67	AF	2.60	AF
17. Transportation is difficult	2.67	AF	2.50	SAF	2.13	SAF	2.47	SAF	2.67	AF

18. My friends always influence me not to attend our classes.	2.31	SAF	2.50	SAF	2.86	AF	2.27	SAF	2.28	SAF
19. My classmates are noisy, I cannot listen to the teacher.	2.70	AF	3.00	AF	2.86	AF	2.73	AF	2.80	AF
20. My classmates laugh at me whenever I recite.	2.90	AF	3.00	AF	3.00	AF	2.80	AF	2.91	AF

Legend: 3.26-4.00-A Great Factor (AGF); 2.51-3.25-A Factor (AF); 1.76-2.50-Slightly a Factor (SAF); 1.00-1.75-Not a Factor (NAF)

Table 7 presents the Factors affecting Public Secondary School Leavers according to distance from school to residence. Students consider a factor the item –My parents are separated and I just stay with my relatives| while they slightly consider a factor the item –My parents earn less that we need to work to add to the family income|. For the distance of 1-3 km, they consider a factor the item –I do not like the teachers in school| while they slightly consider a factor the item –My friends always influence me not to attend our classes| (M=2.21). For the distance of 3-4 km., they consider a factor from leaving from school the items –I am afraid of my teachers|, –I do not like teachers in school|, and –My family keeps on transferring residence| while they slightly consider a factor the item –My friends always influence me not to attend our classes|. For the distance of 4-5 km., they consider a factor the items –I do not like studying lessons and doing assignments|, –I am afraid of my teachers|, –I do not like the teachers in school|, Members of our family has not gone to school, why should I?|, –My family keeps on transferring residence|, My parents are separated and I just stay with my relatives|, –I received less motivation from my family|, –My classmates are noisy, I cannot listen to the teacher|, – My classmates laugh at me whenever I recite| while they do not consider a factor the items – Our house is far from school| and – Transportation is difficult|.

For the distance of 5-10 km., they consider a factor the item –My parents are separated and I just stay with my relatives| while they slightly consider a factor the item –My friends always influence me not to attend our classes|.

Table 7. Factors affecting Public Secondary School Leavers according to distance from school to residence

Factors affecting from leaving the School	Less than 1 km	Rem	1-3 km	Rem	3-4 km	Rem	4-5 km	Rem	5-10 km	Rem
Personal Factor										
1. I am always sick.	2.84	AF	2.84	AF	2.91	AF	3.00	AF	2.86	AF
2. I do not like going to school because I am shy.	2.66	AF	2.70	AF	3.00	AF	2.50	AF	2.72	AF
3. I do not like studying lessons and doing assignments.	2.65	AF	2.65	AF	2.73	AF	3.50	AGF	2.67	AF
4. I am afraid of my teachers.	2.90	AF	2.88	AF	3.09	AF	3.50	AGF	2.92	AF
5. I am always late, I'd rather be absent from class.	2.56	AF	2.37	SAF	2.27	SAF	3.00	AF	2.52	SAF
School Factor										
6. I do not like the teachers in school.	2.98	AF	3.02	AF	3.09	AF	3.50	AGF	2.99	AF
7. There are not enough books to use and I do not like sharing with others.	2.95	AF	3.00	AF	2.73	AF	3.00	AF	2.95	AF
8. The classes are crowded, the classrooms are not conducive for learning.	2.91	AF	2.95	AF	2.70	AF	3.00	AF	2.89	AF
9. Lessons are hard for me to understand.	2.74	AF	2.79	AF	2.80	AF	3.00	AF	2.77	AF
10. The teachers give me a lot of assignments and projects.	2.45	SAF	2.44	SAF	2.36	SAF	2.50	SAF	2.48	SAF
Family Factor										
11. Members of our family has not gone to school, why should I?	2.92	AF	3.00	AF	2.82	AF	3.50	AGF	2.92	AF
12. My family keeps on transferring residence.	2.94	AF	3.00	AF	3.09	AF	3.50	AGF	2.96	AF
13. My parents earn less that we need to work to add to the family income.	2.29	SAF	2.42	SAF	2.73	AF	2.00	SAF	2.34	SAF
14. My parents are separated and I just stay with my relatives.	3.03	AF	2.93	AF	2.64	AF	3.50	AGF	3.14	AF
15. I received less motivation from my family.	2.91	AF	2.98	AF	3.00	AF	3.50	AGF	2.91	AF
Environment Factor										
16. Our house is far from school.	2.67	AF	2.53	AF	2.27	SAF	1.50	NAF	2.60	AF
17. Transportation is difficult	2.74	AF	2.63	AF	2.64	AF	1.50	NAF	2.67	AF
18. My friends always influence me not to attend our classes.	2.31	SAF	2.21	SAF	1.91	SAF	3.00	AF	2.28	SAF
19. My classmates are noisy, I cannot listen to the teacher.	2.81	AF	2.74	AF	2.64	AF	3.50	AGF	2.81	AF
20. My classmates laugh at me whenever I recite.	2.93	AF	2.81	AF	2.91	AF	3.50	AGF	2.91	AF

Legend: 3.26-4.00-A Great Factor (AGF); 2.51-3.25-A Factor (AF); 1.76-2.50-Slightly a Factor (SAF); 1.00-1.75-Not a Factor (NAF)

Table 8 presents the Factors affecting Public Secondary School Leavers according to fathers' educational attainment. They consider a factor the items –I am afraid of my teachers|, –I do not like the teachers in school|, – There are not enough books to use and I do not like sharing with others|, –Members of our family has not gone to school, why should I?|, –My parents are separated and I just stay with my relatives|, –I received less motivation from my family| while they slightly consider a factor the item –My friends always influence me not to attend our classes|. For respondents father who were in college level, they consider a great factor the item –My parents are separated and I just stay with my relatives|, while they slightly consider a factor the item –My friends always influence me not to attend our classes|. For respondent's father who were high school graduate, they consider a factor the item –I do not like the teachers in school| while they slightly consider a factor the item –My friends always influence me not to attend our classes|.

For respondents father who were in high school level, they consider a factor the items –My family keeps on transferring residence|, –My parents are separated and I just stay with my relatives|, –I received less motivation from my family| while they slightly consider a factor the item –My parents earn less that we need to work to add to the family income|. For respondents father who were elementary graduate, they consider a factor the item –My parents are separated and I just stay with my relatives| while they slightly consider a factor the item –My parents earn less that we need to work to add to the family income|. For respondents father who were in elementary level, they consider a factor the item –My parents are separated and I just stay with my relatives|, while they slightly consider a factor the item –My friends always influence me not to attend our classes|.

Table 8. Factors affecting Public Secondary School Leavers according to fathers` educational attainment

Factors affecting from leaving the School	CG	Rem.	CL	Rem.	HSG	Rem.	HSL	Rem.	EG	Rem.	EL	Rem.
Personal Factor												
1. I am always sick.	2.92	AF	2.83	AF	2.86	AF	2.88	AF	2.82	AF	2.86	AF
2. I do not like going to school because I am shy.	2.75	AF	2.64	AF	2.69	AF	2.79	AF	2.59	AF	2.71	AF
3. I do not like studying lessons and doing assignments.	2.58	AF	2.74	AF	2.6	AF	2.76	AF	2.62	AF	2.67	AF
4. I am afraid of my teachers.	3.00	AF	2.88	AF	2.95	AF	3.03	AF	2.77	AF	2.92	AF
5. I am always late, I'd rather be absent from class.	2.50	SAF	2.48	SAF	2.52	AF	2.56	AF	2.59	AF	2.52	AF
School Factor												
6. I do not like the teachers in school.	3.00	AF	3.02	AF	3.05	AF	2.94	AF	3.00	AF	3.00	AF
7. There are not enough books to use and I do not like sharing with others.	3.00	AF	2.98	AF	2.95	AF	2.88	AF	2.95	AF	2.95	AF
8. The classes are crowded, the classrooms are not conducive for learning.	2.92	AF	2.80	AF	2.86	AF	2.97	AF	2.86	AF	2.88	AF
9. Lessons are hard for me to understand.	2.92	AF	2.83	AF	2.71	AF	2.79	AF	2.73	AF	2.77	AF
10. The teachers give me a lot of assignments and projects.	2.42	SAF	2.55	AF	2.31	SAF	2.61	SAF	2.50	SAF	2.49	SAF
Family Factor												
11. Members of our family has not gone to school, why should I?	3.00	AF	2.90	AF	2.93	AF	2.82	AF	3.00	AF	2.91	AF
12. My family keeps on transferring residence.	2.67	AF	2.95	AF	2.95	AF	3.09	AF	2.91	AF	2.96	AF

13. My parents earn less that we need to work to add to the family income.	2.58	AF	2.33	SAF	2.32	SAF	2.31	SAF	2.05	SAF	2.34	SAF
14. My parents are separated and I just stay with my relatives.	3.00	AF	3.62	AGF	2.93	AF	3.09	AF	3.05	AF	3.15	AF
15. I received less motivation from my family.	3.00	AF	2.83	AF	2.9	AF	2.88	AF	2.95	AF	2.90	AF
Environment Factor												
16. Our house is far from school.	2.50	SAF	2.62	AF	2.55	AF	2.64	AF	2.50	SAF	2.60	AF
17. Transportation is difficult	2.42	SAF	2.62	AF	2.62	AF	2.73	AF	2.73	AF	2.66	AF
18. My friends always influence me not to attend our classes.	1.92	SAF	2.29	SAF	2.21	SAF	2.36	AF	2.64	AF	2.28	SAF
19. My classmates are noisy, I cannot listen to the teacher.	2.67	AF	2.79	AF	2.83	AF	2.82	AF	2.82	AF	2.80	AF
20. My classmates laugh at me whenever I recite.	2.92	AF	2.90	AF	2.90	AF	2.97	AF	2.86	AF	2.91	AF

Legend: 3.26-4.00-A Great Factor (AGF); 2.51-3.25-A Factor (AF); 1.76-2.50-Slightly a Factor (SAF); 1.00-1.75-Not a Factor (NAF)

Table 9 presents the Factors affecting Public Secondary School Leavers According to Mothers' Educational Attainment. Result showed that the respondents consider a factor the item –Members of our family has not gone to school, why should I?|, while they slightly consider a factor the item –My friends always influence me not to attend our classes|. For the respondents with mothers who were in college level, the factor a great factor from leaving school was item –My parents are separated and I just stay with my relatives| while they slightly consider a factor the item –My friends always influence me not to attend our classes|. For the respondents with mothers who were high school graduate, they consider a factor from leaving the school the item –I do not like the teachers in school| while they slightly consider a factor the item –My parents earn less that we need to work to add to the family|. For the respondents with mothers who were in high school level, the highest mean was –My family keeps on transferring residence| they slightly consider a factor the item –My parents earn less that we need to work to add to the family income|. For the respondents with mothers who were elementary graduate, the item that they consider a factor was –My parents are separated and I just stay with my relatives| while they slightly consider a factor the item –My friends always influence me not to attend our classes|. For the respondents with mothers who were in elementary level, the item they consider a factor from leaving school was –My parents are separated and I just stay with my relatives| (M=3.14) while they slightly consider a factor the item –My friends always influence me not to attend our classes|.

Table 9. Factors affecting Public Secondary School Leavers According to Mothers' Educational Attainment

Factors affecting from leaving the School	CG	Rem.	CL	Rem.	HSG	Rem.	HSL	Rem.	EG	Rem.	EL	Rem.
Personal Factor												
1. I am always sick.	2.9	AF	2.83	AF	2.87	AF	2.82	AF	2.86	AF	2.86	AF
2. I do not like going to school because I am shy.	2.5	SAF	2.79	AF	2.74	AF	2.63	AF	2.64	AF	2.72	AF
3. I do not like studying lessons and doing assignments.	2.9	AF	2.67	AF	2.64	AF	2.65	AF	2.79	AF	2.67	AF
4. I am afraid of my teachers.	3	AF	2.88	AF	2.92	AF	3	AF	2.93	AF	2.92	AF
5. I am always late, I'd rather be absent from class.	2.1	SAF	2.46	SAF	2.64	AF	2.47	SAF	2.79	AF	2.53	AF
School Factor												
6. I do not like the teachers in school.	3	AF	3.02	AF	3.03	AF	2.92	AF	3.07	AF	3	AF
7. There are not enough books to use and I do not like sharing with others.	3	AF	2.96	AF	2.95	AF	2.89	AF	3	AF	2.95	AF
8. The classes are crowded, the classrooms are not conducive for learning.	3	AF	2.87	AF	2.87	AF	2.89	AF	2.93	AF	2.89	AF
9. Lessons are hard for me to understand.	2.9	AF	2.83	AF	2.79	AF	2.66	AF	2.86	AF	2.77	AF
10. The teachers give me a lot of assignments and projects.	2.1	SAF	2.62	AF	2.46	SAF	2.39	SAF	2.57	AF	2.48	SAF
Family Factor												
11. Members of our family has not gone to school, why should I?	3.1	AF	2.85	AF	2.92	AF	2.84	AF	3	AF	2.91	AF
12. My family keeps on transferring residence.	2.8	AF	2.92	AF	2.92	AF	3.08	AF	2.93	AF	2.96	AF
13. My parents earn less that we need to work to add to the family income.	2.4	SAF	2.36	SAF	2.24	SAF	2.26	SAF	1.93	SAF	2.34	SAF
14. My parents are separated and I just stay with my relatives.	2.9	AF	3.52	AGF	3	AF	2.97	AF	3.14	AF	3.14	AF
15. I received less motivation from my family.	2.9	AF	2.87	AF	2.9	AF	2.89	AF	2.93	AF	2.90	AF
Environment Factor												
16. Our house is far from school.	2.7	AF	2.56	AF	2.54	AF	2.63	AF	2.57	AF	2.60	AF
17. Transportation is difficult	2.6	AF	2.67	AF	2.54	AF	2.71	AF	2.79	AF	2.67	AF
18. My friends always influence me not to attend our classes.	1.8	SAF	2.25	SAF	2.28	SAF	2.39	SAF	2.46	SAF	2.28	AF
19. My classmates are noisy, I cannot listen to the teacher.	2.8	AF	2.79	AF	2.74	AF	2.76	AF	2.93	AF	2.81	AF
20. My classmates laugh at me whenever I recite.	2.9	AF	2.9	AF	2.95	AF	2.87	AF	2.93	AF	2.91	AF

Legend: 3.26-4.00-A Great Factor (AGF); 2.51-3.25-A Factor (AF); 1.76-2.50-Slightly a Factor (SAF); 1.00-1.75-Not a Factor (NAF)

Table 10 presents the Factors affecting Public Secondary School Leavers According to Monthly Family Income. Result showed that respondents belonging to a family with a monthly income of 10, 000 below, the factor that affect them from leaving school were because they were always shy, sick, do not like study and doing assignments, and they dislike their teachers while they slightly consider a factor their tardiness and the influence of their friends not to go to school. For monthly family income of 10,001-20, 000, the factor that they consider a factor from leaving school were they were always sick, afraid of their teachers, there is not enough books to use and lesson are hard to understand while they slightly consider a factor their tardiness and the influence of their classmates not to attend their classes. For monthly family income of 20,001-30, 000, the factor that they consider from leaving from school were they were always sick, they do not like going to school because they were shy, and were afraid of their teachers while they slightly consider a factor the separation of their parents and the influence f their classmates not to attend classes.

Table 10. Factors affecting Public Secondary School Leavers according to monthly family income

Factors affecting from leaving the School	10,000 below	Rem.	10,001-20,000	Rem.	20,001-30,000	Rem.	40,000 above	Rem.
Personal Factor								
1. I am always sick.	3.00	AF	3.00	AF	3.00	AF	2.86	AF
2. I do not like going to school because I am shy.	3.00	AF	3.00	AF	2.50	SAF	2.72	AF
3. I do not like studying lessons and doing assignments.	3.00	AF	2.00	SAF	3.00	AF	2.67	AF
4. I am afraid of my teachers.	2.80	AF	3.00	AF	3.00	AF	2.92	AF
5. I am always late, I'd rather be absent from class.	2.00	SAF	2.00	SAF	3.00	AF	2.53	AF
School Factor								
6. I do not like the teachers in school.	3.00	AF	3.00	AF	3.00	AF	3	AF
7. There are not enough books to use and I do not like sharing with others.	3.00	AF	3.00	AF	3.00	AF	2.95	AF
8. The classes are crowded, the classrooms are not conducive for learning.	3.00	AF	3.00	AF	3.00	AF	2.89	AF
9. Lessons are hard for me to understand.	3.00	AF	3.00	AF	2.50	SAF	2.77	AF
10. The teachers give me a lot of assignments and projects.	2.60	AF	3.00	AF	2.00	SAF	2.48	SAF
Family Factor								
11. Members of our family has not gone to school, why should I?	3.00	AF	3.00	AF	3.00	AF	2.91	AF
12. My family keeps on transferring residence.	3.00	AF	3.00	AF	3.00	AF	2.96	AF
13. My parents earn less that we need to work to add to the family income.	2.60	AF	3.00	AF	3.00	AF	2.34	SAF
14. My parents are separated and I just stay with my relatives.	3.00	AF	3.00	AF	2.50	SAF	3.14	AF
15. I received less motivation from my family.	3.00	AF	3.00	AF	3.00	AF	2.9	AF

Environment Factor								
16. Our house is far from school.	3.00	AF	3.00	AF	3.00	AF	2.60	AF
17. Transportation is difficult	2.30	SAF	3.00	AF	3.00	AF	2.67	AF
18. My friends always influence me not to attend our classes.	2.00	SAF	2.00	SAF	3.00	AF	2.28	AF
19. My classmates are noisy, I cannot listen to the teacher.	3.00	AF	3.00	AF	3.00	AF	2.81	AF
20. My classmates laugh at me whenever I recite.	3.00	AF	3.00	AF	3.00	AF	2.91	AF

Legend: 3.26-4.00-A Great Factor (AGF); 2.51-3.25-A Factor (AF); 1.76-2.50-Slightly a Factor (SAF); 1.00-1.75-Not a Factor(NAF)

Table 11 presents the Factors affecting Public Secondary School Leavers according to family size. Result showed that a family with 1-3 members, they consider a factor the item –My parents are separated and I just stay with my relatives| while they slightly consider a factor the item – My friends always influence me not to attend our classes|.

In the family with 4-6 members in the family, they consider a factor the item –My parents are separated and I just stay with my relatives| while they slightly consider a factor the item –My friends always influence me not to attend our classes|.

In the family with 7-9 members in the family, they consider a factor from leaving from school the item –The classes are crowded, the classrooms are not conducive for learning| while they slightly consider a factor the item –My parents are separated and I just stay with my relatives –.

In the family with 10-above members in the family, they consider a factor from leaving school the item –My parents are separated and I just stay with my relatives| while they slightly consider a factor the item –My friends always influence me not to attend our classes|.

Table 11. Factors affecting Public Secondary School Leavers According to Family Size

Factors affecting from leaving the School	1-3	Rem.	4-6	Rem.	7-9	Rem.	10 above	Rem.
Personal Factor								
1. I am always sick.	2.92	AF	2.87	AF	2.57	AF	2.86	AF
2. I do not like going to school because I am shy.	2.72	AF	2.71	AF	2.57	AF	2.72	AF
3. I do not like studying lessons and doing assignments.	2.67	AF	2.69	AF	2.56	AF	2.67	AF
4. I am afraid of my teachers.	2.90	AF	2.98	AF	2.79	AF	2.92	AF
5. I am always late, I'd rather be absent from class.	2.52	AF	2.48	SAF	2.47	SAF	2.53	AF
School Factor								
6. I do not like the teachers in school.	2.99	AF	3.04	AF	2.95	AF	3.00	AF
7. There are not enough books to use and I do not like sharing with others.	2.96	AF	2.92	AF	2.95	AF	2.95	AF
8. The classes are crowded, the classrooms are not conducive for learning.	2.82	AF	2.90	AF	3.00	AF	2.89	AF
9. Lessons are hard for me to understand.	2.77	AF	2.77	AF	2.68	AF	2.77	AF
10. The teachers give me a lot of assignments and projects.	2.47	AF	2.42	AF	2.63	AF	2.48	SAF
Family Factor								

11. Members of our family has not gone to school, why should I?	2.86	AF	2.90	AF	2.95	AF	2.91	AF
12. My family keeps on transferring residence.	2.96	AF	2.94	AF	2.84	AF	2.96	AF
13. My parents earn less that we need to work to add to the family income.	2.38	SAF	2.31	SAF	2.26	SAF	2.33	SAF
14. My parents are separated and I just stay with my relatives.	3.30	AGF	3.06	AF	3.00	AF	3.14	AF
15. I received less motivation from my family.	2.83	AF	2.96	AF	2.95	AF	2.90	AF
Environment Factor								
16. Our house is far from school.	2.67	AF	2.50	SAF	2.63	AF	2.60	AF
17. Transportation is difficult	2.68	AF	2.69	AF	2.68	AF	2.67	AF
18. My friends always influence me not to attend our classes.	2.32	SAF	2.16	SAF	2.32	SAF	2.28	SAF
19. My classmates are noisy, I cannot listen to the teacher.	2.82	AF	2.79	AF	2.84	AF	2.81	AF
20. My classmates laugh at me whenever I recite.	2.87	AF	2.92	AF	2.89	AF	2.91	AF

Legend: 3.26-4.00-A Great Factor (AGF); 2.51-3.25-A Factor (AF); 1.76-2.50-Slightly a Factor (SAF); 1.00-1.75-Not a Factor (NAF)

CONCLUSIONS

Regardless of the age, sex, school last attended, distance from residence, parent's educational attainment, monthly family income and family size of the respondents they agreed that the factors that affect them from leaving school were personal factor, school factor, family factor and environmental factor. Students were afraid and dislike their teachers. Parents who earn less than 10,000 a month can caused students to work at young age in order to help sustain their needs which are one of the reasons for them to leave school. Moreover, students lose self-esteem and motivation to study because whenever they recite their classmate laugh at them.

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COPING MECHANISM OF GUIMARAS STATE COLLEGE PERSONNEL TOWARDS STRESS

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ABSTRACT

Coping mechanisms are brought about by a person's conscious minds. This study aimed to determine the coping mechanism of Guimaras State College (GSC) personnel towards stress. Descriptive-correlational research design was used. The respondents were the 96 faculty and staff of GSC, Salvador Campus. The stratified random sampling through ratio and proportion was used to determine the actual number of respondents. Data were collected using the adopted standard WAYS of coping. The data that were gathered was analyzed using descriptive analysis. Majority of the respondents were females, ages ranging from 20 to 43 years old, single and have a permanent status of employment while one third of the respondents were the minimum wage earner. GSC Personnel tolerance toward stress was moderate. As to their coping mechanisms when group according to their demographic profile was likewise moderate. Moreover, there were no significant differences in the self-perceived level of stress and the coping mechanism of the respondents. A positive correlation existed between the stress level and coping mechanism of GSC personnel.

Keywords: Coping mechanisms, stress, GSC, personnel

INTRODUCTION

Background of the Study

Coping mechanisms means to invest one's own conscious effort to solve personal and interpersonal problems. These are ways to which external or internal stress is managed, adopted to, or acted upon, (Sincero, 2013). Coping in the psychological term, may be defined as expending of a conscious effort to solve personal and interpersonal problems and seeking to master, minimize, or tolerate stress or conflict (Wieten, W& Lloyd, M.A., 2008). Stress is a physical, chemical or emotional factor that causes bodily or mental tension and may be a factor in disease causation. Stress produces numerous physical and mental symptoms which vary according to each individual's situational factors (Susic, 2013). A stressor is anything that causes the release of stress hormones. There are two broad categories of stressors, physiological and psychological stressors (humanstress.ca, 2014). The environmental threats and challenges one encounters in his/her daily life situation has most of the time results in negative feelings. Stress can be external and related to the environment, (Jones, Bright & Clow, 2001). When stress becomes excessive, employees manifest various symptoms that can affect their job performance and health and even threaten their ability to cope with the environment.

The principal concern of this study is to find the causes and factors that contributed to the stress level of the Guimaras State College (GSC) personnel and to learn the coping mechanisms that may temporarily or permanently reduce stress. It also aims to find out if there is any significant difference in the level of stress and coping mechanism of GSC Personnel as perceived by faculty and staff. Each individual handles stress differently and every person has a different threshold (Brock & Grady, 2002).

Coping responses are partly controlled by personality, but also partly by the social environment, particularly the nature of the stressful environment (Smith, 2012). Stress is a way of life and is an important step in rising to the challenges of a leadership position. On the other hand, occupational stress can lead to loss of job satisfaction and ultimately looking for other work (Brock & Grady, 2002).

This study identified the most commonly used coping mechanism by the GSC Personnel. Over the course of this study, coping as a process was evaluated and respondents were asked to identify those coping mechanism they used to manage any work-related stressful event they have experienced within the scope of their employment in the institution. Work-related stress is defined by the Occupation Health Safety Organization (2006) as "the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury. Once the specific coping mechanism, will be identified, future research into the most successful coping mechanism for managing stress can be conducted.

Statement of the Problem

This study was conducted to determine the level of stress among the GSC personnel and to arbitrate the different coping mechanism exercised by the personnel. This study aimed to answer the following questions: (1) What is the profile of the respondents when grouped according to their sex, age, civil status, monthly income, employment status and length of service?, (2) What is the level of self-perceived stress of GSC Personnel as a whole and when categorized according to their sex, age, civil status monthly income employment status and length of service?, (3) What are the coping mechanisms of GSC personnel as a whole,(4) What is the coping mechanisms of GSC personnel when categorized into variables of age, sex, civil status, monthly income, employment status and length of service? (5) Are there significant differences in the self-perceived level of stress and coping mechanism of GSC Personnel when grouped into faculty or staff?, and (6) Is there a relationship between the level of self-perceived stress and coping mechanisms of GSC Personnel when grouped into faculty or staff?

METHODOLOGY

This study used a descriptive research design in order to determine the coping mechanisms of GSC personnel towards stress. Descriptive research design is a type of research that can obtain facts about existing conditions, detect a significant relationship between current phenomena which are helpful in decision making, educational planning in internal evaluation or assessment (Shields, 2013). This also concerned with conditions and relations that exist, practices that prevails, beliefs, point of views or attitude that are being felt. Descriptive research involves the gathering of data in order to test a hypothesis or answer concerning the current status of the subject o the study (Shells & Rangarajan, 2013). It involves the description and recording of conditions that exist (Kelly, 2014).

This study was conducted at GSC Salvador campus, located at Brgy. Mclain, Buenavista for A.Y. 2014-2015. The respondents of the study were the 96 GSC faculty and staff. They were identified through the checklist coming from the Human Resource Management Office and were chosen through simple random sampling technique. To determine the number of respondents the researchers used stratified random sampling through ratio and proportion to allocate representative sample among the personnel. For the 96 respondents, 52 were identified as faculty and 44 were identified as staff.

The coping mechanisms utilized by the GSC Personnel to manage stress was examined using descriptive survey methods. Data were collected using the adopted standard WAYS of Coping Questionnaire (WAYS) developed by Folkman and Lazarus (1988) which was also used by a study conducted by Smith (2012) and De la Cruz et al. (2011).

The WAYS questionnaire is a standardized and commercially available instrument designed to measure coping mechanisms. The questionnaire composed of three parts: the part 1 was the personnel profile which contained demographics/personal information including sex, age, civil status, employment status, monthly income and length of service.Part2 asked respondents to rank their overall level of stress on a Likert-scale from 1 to 10 in alignment with the stress level scale used by the American Psychological Association (2011) for ranking of self-perceived level stress. Part 3 of the questionnaire sought to determine the coping mechanisms respondents use to manage stressful events. This was reported through participant

completion of WAYS questionnaire which included 50 questions to describe to what extent Personnel used a particular way of coping to deal with their potential stressor. The response format for the WAYS of coping section of the questionnaire will be a 4-point Likert scale.

The coping mechanisms which were identified through WAYS questionnaire were described as follows: Confrontive Coping (Scale 1) describes aggressive efforts to alter and suggests some degree of hostility and risk-taking. Distancing (Scale 2) describes cognitive effort to detach oneself and to minimize the significance of the situation. Self-controlling (Scale 3) describes efforts to regulate one's own feeling. Seeking Social Support (Scale 4) describes efforts to seek informational support, tangible support, and emotional support. Accepting Responsibility (Scale 5) acknowledges one's own role in the problem with a concomitant theme of trying to put things right. Escape-Avoidance (Scale 6) describes wishful thinking and behavioral efforts to escape or avoid the problem. Items on this scale contrast with the Distancing Scale which suggests detachment.

Planful problem solving (Scale 7) describes problem focused efforts to alter the situation, coupled with an analytic approach to solving the problem. Positive Reappraisal (Scale 8) describes efforts to create positive meaning by focusing on personal growth. It also has religious dimensions.

The data gathered was analyzed using descriptive analysis. The researchers also collected demographic data from the participants to develop group profiles for the selected respondents. The demographic section included six items: sex, age, civil status, monthly income, employment status and length of service. After administering the research questionnaire to the respondents the data were tallied, checked, processed, analyzed and interpreted using SPSS. The statistical tools used in the study were frequency count, percentage, mean, standard deviation, t-test, chi-square test and Pearson's r.

RESULTS AND DISCUSSIONS

The profile of the GSC Personnel was determined. Results showed that 60 or 62.5% of the respondents were between the ages of 20 to 43 years old. With regard to their sex, 54 or 56.25 percent were female while 42 or 43.75% were male. Data collected on the personal lives of the respondents' showed that 55 or 57.29% were married and 40 or 41.67% were single, with only 1 or 1% of the respondents were widowed. Respondents with permanent positions constitute 47 or 48.96%, 31 or 32.29% were contractual and 18 or 18.75% were casual employees. Majority of the respondents earned monthly income below the poverty threshold level. There were 32 (33.3%) who are earning per month of P7, 000.00 and below, while 20 (20.8%) earned monthly income between P7, 000.00 to P15, 000.00. Meanwhile, 21 or 21.88% earned P15, 001.00 to P25, 000.00 and it was good to note that 23 or 23.9% earned above P25, 000.00. As to length of service, 41 or 42.71% of the respondents rendered 0 to 5 years length of service, 32 or 33.34% of them was in service of 6 to 15 years, 11 or 11.45% have rendered 16 to 30 years length of service and 12 or 12.50% have work at GSC for 30 years and above. Data are presented in Table 1.

Table 1. Profile of the respondents

Profile of the respondents	f	%
Sex:		
Male	42	43.75
Female	54	56.25
Total	96	100.0
Age:		
20 to 43 years old	60	62.5
44 years old and above	36	37.5
Total	96	100.0
Civil Status:		
Single	40	41.67
Married	55	57.29
Widowed	1	1.04
Total	96	100.0
Employment Status:		
Permanent	47	48.96
Casual	18	18.75
Contractual	31	32.29
Total	96	100.0
Monthly Income:		
P7,000 and below	32	33.33
P7001 to 15,000	20	20.83
P15,001 to 25,000	21	21.88
P25,001 to 35,000	15	15.63
P35,001 and above	8	8.33
Total	96	100.0
Length of Service:		
0 to 5 years	41	42.71
6 to 10 years	16	16.67
11 to 15 years	16	16.67
16 to 30 years	11	11.45
31 years and above	12	12.5
Total	96	100.0

Level of Self-perceived stress of GSC Personnel

The Guimaras State College Personnel were asked to rank their self-perceived level of stress on a scale of 1-10. The self-perceived level of stress of GSC Personnel mean level of stress taken as a whole was determined by the use of mean, the result revealed a mean of 6.29 (SD=1.69) interpreted as moderate.

In terms of sex, results revealed that male and female personnel mean level of stress were 6.07 (SD=1.60) and 6.46 (1.76) respectively, described as moderate. The average mean of both sexes was 6.29 (SD= 1.69) also interpreted as moderate. This means that there is no significant difference in the self-perceived level of stress of both sexes.

As to age, results showed that the mean for 44 years old and above was 7.14 (SD=1.40) described as high while respondents aging 20 to 43 years old has a mean score of 5.78 (SD=1.66) described as moderate. This means that the level of self-perceived level of stress of the respondents aging 44 years old and above was higher compared to those aging 20 to 43 years old. This can be said then that those who are older have more stress as compared to their younger counterparts. This can be attributed to the fact that most of these personnel handling sensitive positions in the organizations are those who have stayed longer at GSC.

As to civil status, the results showed that the self-perceived mean level of stress of single respondents was 6.03 (SD=1.67) interpreted as moderate and for married respondents, the mean was 6.47 (SD=1.71) likewise interpreted as moderate.

Table 2. Level of self-perceived stress as to sex, age, and civil status

Profile	N	Mean	Sd	Interpretation
Sex				
Male	42	6.07	1.60	Moderate
Female	54	6.46	1.76	Moderate
Total	96	6.29	1.69	Moderate
Age				
20 to 43 years old	60	5.78	1.66	Moderate
44 years old and above	36	7.14	1.40	High
Total	96	6.29	1.69	Moderate
Civil Status				
Single	40	6.03	1.67	Moderate
Married	55	6.47	1.71	Moderate
Widowed	1	7.00	0	High
Total	96	6.29	1.69	Moderate

Scale: 1.00 – 3.99 (Mild), 4.00 – 6.99 (Moderate), 7.00 – 10.00 (High)

Table 3 presents the level of self-perceived stress as to employment status, monthly income, and length of service. As to employment status, results revealed that the mean score for permanent employees was 6.79 (SD= 1.69) described as moderate, casual employees' was 6.17 (SD= 1.20) and contractual employees we 5.61 (Sd=1.73) both have a qualitative description –moderate. This means that the level of self-perceived stress of the respondents were similar regardless of their status of employment.

As to monthly income, results revealed that the respondents whose monthly income was 25,001 to 35,000 got a mean of 7.47 (SD= 1.41) described as high. However, respondents earning 7,000 and below, 7,001 to 15,000, 15,000.00 to 25,000 and 35,000.00 and above have means scores of 5.88 (Sd=1.70), 5.85 (Sd=1.46), 6.33 (Sd=1.71) and 6.75 (Sd=1.83) respectively which were described as –moderate. This means that the respondents who earned 25,001 to 35,000 have a higher level of self-perceived stress compared to others.

As to the length of service, results revealed that respondents with length of service of 0 to 5 years, 6 to 10 years, 11 to 15 years, 31 years and above have mean scores 5.61 (Sd=1.55), 6.75 (Sd=1.69), 6.44 (Sd= 1.82)and 6.83 (Sd= 1.19) respectively, all described as –moderate. However, the respondents whose length of service was from 16 to 30 years has a mean score of 7.36 (SD=1.69) described as high. This means that the level of self-perceived stress of the respondents whose length of service was from 16 to 30 years was higher compared to others.

Table 3. Level of self-perceived stress as to Employment Status, monthly income, and length of

Categories	N	Mean	Sd	Interpretation
Employment Status				
Permanent	47	6.79	1.69	Moderate
Casual	18	6.17	1.20	Moderate
Contractual	31	5.61	1.73	Moderate
Total	96	6.29	1.69	Moderate
Monthly Income				
7,000 and below	32	5.88	1.70	Moderate
7,001 to 15,000	20	5.85	1.46	Moderate
15,001 to 25,000	21	6.33	1.71	Moderate
25,001 to 35,000	15	7.47	1.41	High
35,001 and above	8	6.75	1.83	Moderate
Total	96	6.29	1.69	Moderate
Length of Service				
0 to 5 years	41	5.61	1.55	Moderate
6 to 10 years	16	6.75	1.69	Moderate
11 to 15 years	16	6.44	1.82	Moderate
16 to 30 years	11	7.36	1.69	High
above 30 years	12	6.83	1.19	Moderate
Total	96	6.29	1.69	Moderate

Scale: 1.00 – 3.99 (Mild), 4.00 – 6.99 (Moderate), 7.00 – 10.00 (High)

Table 4 presents the coping mechanism of GSC personnel when taken as a whole. Results showed that GSC Personnel were most likely to deal with stress by means of Positive Reappraisal (M=2.41, SD=0.56) which suggests that the respondents exert efforts to create positive meaning by focusing on personal growth. They were also fairly likely to seek social support (M=2.25, SD=0.51) which suggests that respondents were likely seek informational support, tangible support and emotional support to deal with stress. The data suggests that the Guimaras State College Personnel were also likely to use planful problem solving (M=2.21, Sd=0.56) which implies that respondents were likely to use problem focused efforts to alter the situation, coupled with an analytic approach to solving the problem. Results also suggest that Escape-Avoidance is the least used coping mechanism by the respondents (M=1.34, Sd=0.61). The second coping mechanism that has the lowest mean is the confrontive coping (M=1.71, Sd=0.56). The third coping mechanism that has the lowest mean is Distancing, (M=1.75, Sd=0.48) Results suggests that GSC Personnel were less likely to confront stress as well as remove themselves from the stressor.

Table 4.Coping mechanism of GSC personnel as a whole

Coping Mechanism of GSC Personnel	Mean	Sd	Interpretation
A. Confrontive Coping	1.71	0.56	Moderate
B. Distancing	1.75	0.48	Moderate
C. Self-controlling	1.98	1.16	Moderate
D. Seeking Social Support	2.25	0.51	Moderate
E. Accepting Responsibility	2.08	0.62	Moderate
F. Escape-Avoidance	1.34	0.61	Inadequate
G. Planful Problem Solving	2.21	0.56	Moderate
H. Positive Reappraisal	2.41	0.48	Adequate
Total	1.97	0.40	Moderate

Scale: 1.00 – 1.66 (Inadequate), 1.67 – 2.33 (Moderate), 2.34 – 3.00 (Adequate)

Table 5 presents the coping mechanism of the respondents in terms of sex, age, and civil status. In terms of sex, results revealed that when GSC Personnel categorized as male and female were determined, the result revealed that both male and female group had moderate level of coping mechanisms. The results show that male respondents have a slightly higher mean than female respondents (M=2.02, Sd=0.37). While female respondents results showed coping mechanism mean of (M=1.92, Sd= 0.41) The results imply that both groups are able to deal with stressors and cope effectively.

In terms of age, results revealed that when the coping mechanisms of GSC Personnel categorized as younger (20 to 43 years old) and older (44 years old and above), the result revealed that the younger group has a slightly lower mean coping mechanism (M= 1.87, Sd= 0.34) described as moderate. The mean coping mechanism of the older category is slightly higher than the younger category (M=2.13, Sd=0.44) also described as moderate.

In terms of civil status, result revealed that when the coping mechanisms of GSC Personnel categorized as to their civil status; single, married, and widowed, those respondents who were single and married had a moderate level of coping mechanism. The mean coping mechanism of Single respondents was slightly higher (M=2.00, Sd=0.39). There is only a slight difference with the mean coping mechanism of Married respondents (M=1.95, 0.40). The results also show that there is a significant difference in the mean coping mechanism of the sole widowed respondent as compared to the other two categories, (M=1.50) described as inadequate.

Table 5.Coping mechanism of GSC Personnel as to sex, age and civil status

Particulars	Mean	Sd	Interpretation
Sex			
Male	2.02	0.37	Moderate
Female	1.92	0.41	Moderate
Total	1.97	0.40	Moderate
Age			
20 to 43 years old	1.87	0.34	Moderate
44 years old and above	2.13	0.44	Moderate
Total	1.97	0.40	Moderate
Civil Status			
Single	2.00	0.39	Moderate
Married	1.95	0.40	Moderate
Widowed	1.50	0	Inadequate
Total	1.97	.40	Moderate

Scale: 1.00 – 1.66 (Inadequate), 1.67 – 2.33 (Moderate), 2.34 – 3.00 (Adequate)

Table 6 presents the coping mechanism of the respondents in terms of employment status, monthly income, and length of service. In terms of employment status, results revealed that when the coping mechanisms of GSC Personnel categorized as to Employment Status; permanent, casual, and contractual the results showed that the mean coping mechanism of the permanent respondents (M=2.02, Sd=0.45) is slightly higher than that of the other two categories but still described as moderate. There is a very little difference in the mean coping mechanism of casual and contractual respondents, (M=1.94, Sd=0.32) and (M=1.90, Sd=16.84) both results described as moderate. The result suggests that there is no significant difference in the coping mechanism of GSC Personnel when categorized as to their employment status.

In terms of monthly income, results revealed that when the coping mechanisms of GSC Personnel were categorized as to monthly income, the result showed that there was no significant difference in the coping mechanism of the respondents. Respondents with a monthly income of P7,000.00 and below has the lowest mean coping mechanism (M=1.90, Sd=0.31) while respondents with a monthly income of P35,000.00 and above have the highest mean coping mechanism (M=2.57, Sd=0.51). Respondents with a monthly income of P25,001.00 to P35,000.00 has the second highest mean (M=2.02, Sd=0.48) described as moderate.

In terms of length of service, results revealed that when the coping mechanisms of GSC Personnel were categorized as to the length of service, the results showed no significant difference in the mean coping mechanism of the respondents. Respondents with the length of service of 16 to 30 years and 31 years and above have the highest mean coping mechanism (M=2.27, Sd=0.51) and (M=2.01, Sd=0.42) respectively. On the contrary, respondents with the shortest length of service, 0 to 5 years, has the lowest mean coping mechanism (M=1.89, Sd=0.34).

Table 6. Coping Mechanism of GSC as to Employment Status, monthly income, and length of service

Particulars	Mean	Sd	Interpretation
Permanent	2.02	0.45	Moderate
Contractual	1.90	0.32	Moderate
Total	1.97	0.40	Moderate
7,000 and below Monthly Income	1.90	0.31	Moderate
7,001 to 15,000	1.95	0.34	Moderate
15,001 to 25,000	1.93	0.43	Moderate
25,001 to 35,000	2.02	0.48	Moderate
35,001 and above	2.27	0.51	Moderate
Total	1.97	0.40	Moderate
Length of Service			Moderate
0 to 5 years	1.89	0.34	Moderate
6 to 10 years	1.96	0.34	Moderate
11 to 15 years	1.92	0.41	Moderate
16 to 30 years	2.27	0.51	Moderate
31 years and above	2.01	0.42	Moderate
Total	1.97	0.40	Moderate

Scale: 1.00 – 1.66 (Inadequate), 1.67 – 2.33 (Moderate), 2.34 – 3.00 (Adequate)

Significant differences in the self-perceived level of stress and coping mechanism of GSC Personnel when categorized into faculty and staff

The t-test conducted showed that there was no significant difference in the self-perceived level of stress and the coping mechanism of the respondents when classified classification as to faculty and staff. This meant that their level of self-perceived stress and coping mechanisms towards stress was likely the same which is moderate. The data are shown in Table 7.

Table 7.Differences in self-perceived level of stress and the coping mechanism of Guimaras State College Personnel

Particulars		T	Df	Sig. (2-tailed)	Remarks
Stress	Equal variances assumed	.503	94	.616	Not significant
	Equal variances not assumed	.497	86.792	.620	
Coping	Equal variances assumed	.935	94	.352	Not significant
	Equal variances not assumed	.955	93.307	.342	

Table 8 presents the relationship between stress level and coping mechanism of the respondents. Results revealed that there is a positive correlation existed between stress level and coping mechanism (r=.232, p-value= .23). This means that in general, the stress level of personnel affects coping mechanism wherein the higher the stress level the more the personnel had greatly coped with it applying those indicated mechanisms. This may imply that stress could be manageable when there are proper and effective treatments.

Table 8. Relationship of stress level and coping mechanisms of GSC Personnel

Particulars		Stress level	Coping Mechanisms	Interpretation
			.232*	
	Sig. (2-tailed)	96	.023	Not Significant
	N		96	
	Pearson	.232*	1	
Coping	Correlation sig.	.023		Not
mechanisms	(2-tailed)			Significant
	N	96	96	

*p <.05 level of significance

CONCLUSIONS

The coping mechanism of GSC Personnel, when classified according to variables of sex, age, marital status, monthly income, employment status and length of service, shows that they can cope well with the challenges of dealing with stress. When GSC Personnel were faced with a stressor it can be noted that they were most likely to use positive reappraisal as the coping mechanism with positive reappraisal being an adaptive rather than an avoidant strategy. The results showed that GSC personnel can cope well with the challenges of dealing with stress. When GSC Personnel were grouped into faculty and staff results showed that there was no significant difference in their self-perceived level of stress and coping mechanism. The self-perceived level of stress and coping mechanisms of GSC personnel affects coping mechanism wherein the higher the perceived stress level the more the personnel had greatly coped with it applying those indicated mechanisms.

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