Emilio Aguinaldo College-Cavite

FACULTY RESEARCH JOURNAL

EAC ORGANIZATIONAL CHART

Emilio Aguinaldo College-Cavite
Organizational Chart
AY 2020-2021

Brief History of Emilio Aguinaldo College

The beginnings of Emilio Aguinaldo College - Cavite are attributed to Dr. Paulo C. Campos, then President of the University Physicians Services Incorporated (UPSI), which acquired the Marian College in Manila in 1973. Eventually, the school became Emilio Aguinaldo College.

With the various socio-economic developments and related circumstances during the Marcos regime, UPSI decided to open a new campus in Dasmariñas, Cavite, which is the hometown of Dr. Campos. This is to support the government's policy on the dispersal and decongestion of the student population in Metro Manila, particularly in institutions of higher learning. The policy also aimed to introduce regional development and democratization of opportunities in the rural areas (Campos, 2008).

Emilio Aguinaldo College in Bagong Bayan, Dasmariñas, Cavite was opened on March 17, 1978. Its opening coincided with the efforts of the then President, Ferdinand E Marcos and wife Imelda Marcos, who was the Minister of Human Settlements and Community Development, to remove the slum dwellers from the streets and under bridges of Manila and relocate them to Cavite. Dr. Campos proposed to the government through the Secretary of Education, Juan L. Manuel, to offer a tertiary school in Dasmariñas, Cavite patterned after the Emilio Aguinaldo College that had been approved in Manila (Campos, 2008).

Consequently, a campus comprising 29 hectares was established. In 1976 to 1978, UPSI developed over a dozen school facilities including school rooms, laboratories, a library, social hall, an administration building, dormitories, an Olympic oval, a landscaped campus, and a man-made lake. They also built a network of roads that covered the whole campus and dormitories (Campos, 2008). A commitment to improve the lives of the underprivileged sectors of the community motivated EAC-Cavite to offer courses in Dressmaking, High Speed Machine Operation and Ceramics. All programs were structured either for six months or two years of intensive study and training.

In the following year, owing to the permit granted by Minister Juan Manuel of the Ministry of Education and Culture, EAC-Cavite opened the College of Criminology, listing among its students the police forces in Cavite as well as the members of the Philippine Constabulary and the security guards of the establishments in the vicinity. In addition, the Graduate Program leading to the degree of Master of Arts in Teaching was offered to provide the school teachers with professional and academic advancement and opportunities. Envisioned, too, were the programs for Master of Science in Nursing and Master of Arts in Education.

On October 21, 1979, General Emilio Aguinaldo Medical School Foundation Inc. (GEAMSFI) was established in Dasmariñas, Cavite, thus giving birth to the Emilio Aguinaldo College- Cavite of Medicine with Dr. Lourdes E. Campos as Dean. In its first year of operations, the College had 150 students. The University Medical Center (UMC), which was built in 1980 and opened in 1983, served as the training center for the health science students of the College of Medicine and other health science courses.

In 1980, UPSI formed the Yaman Lahi Foundation, Inc. (YLFI) to manage and operate both Manila and Cavite campuses.

In 1986, when Dr. Paulo Campos was not in perfect health anymore, Brother Andrew Gonzales of the De La Salle University (DLSU) expressed the University's interest in acquiring the EAC College of Medicine and the University Medical Center (UMC). Since his UPSI colleagues were not ready to take over, Dr. Campos decided to transfer the ownership and responsibility to this worthy and credible institution.

It was in June 1987 when De La Salle University finally took over the management and the administration of two campuses from UPSI: the 29-hectare campus in Bagong Bayan, Dasmariñas and the 1.5 hectare Health Science Campus along Congressional Avenue. Included in the transfer were the two big buildings which had a length of 100 meters, 17-meter wide and seven levels of floor area with two elevators, including a basement, ground floor, and rooftop for water tanks and for viewing purposes. The 29-hectare property in Bagong Bayan had a dozen buildings that included classrooms, two administrative units, Olympic oval, network roads and a landscape that included a lake, teaching facilities, hospital equipment, a modest library and a historical museum. After that, the EAC Administration focused on the development of EAC-Manila.

EAC-Cavite reopened in 1996-1997 as a vocational technical school – Center for Technical Education and Skills Training (CTEST) - in a lot along Congressional Avenue (now Mangubat Avenue) which UPSI bought. In 1998, after the completion of five buildings, the voc-tech school became the EAC-Cavite campus and all academic courses were opened except medicine.

In 2001, under the leadership of Dr. Jose Paulo E. Campos, the first son of Dr. Jose Paulo E. Campos, the school administration strengthened the curricula of existing academic programs and opened new courses aligned with emerging trends. In 2003, the Commission on Higher Education (CHED) granted government recognition to AB Communication, Psychology, Business Administration, Accountancy, Computer Science, Secondary Education, and Hotel and Restaurant Management.

The other academic programs soon followed. In 2005, Elementary Education, Civil Engineering, Mechanical Engineering, and Diploma in Graduate Midwifery earned government recognition, followed by Nursing

and Criminology in 2006; Customs Administration in 2007; and Computer Engineering and Electronics and Communication Engineering in 2010.

In 2008, the Technical Education and Skills Development Authority (TESDA)-registered vocational-technical courses, namely, Automotive Servicing, Computer Hardware Servicing, Consumer Electronics Servicing, Machining, and Programming were offered. In response to the emerging trends on health sciences, real estate and tourism, the administration opened Medical Technology, Physical Therapy and Radiologic Technology in 2011, Doctor of Dental Medicine and Real Estate Management in 2012, and Bachelor of Science in Midwifery and Tourism Management in 2015.

In its quest to achieve excellent standards in higher education, the institution participated in the accreditation by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), thus, receiving Level 1 Accredited Status in Nursing, Psychology, Criminology and Hotel and Restaurant Management programs in 2015 up to 2018. Likewise, Elementary Education, Secondary Education and Business Administration programs were granted Candidate Status until 2017.

Along with the commitment to innovate, the institution inaugurated the *Bulwagang Aguinaldo* in 2012, which was the replica of the Aguinaldo Shrine in Kawit, Cavite making it the ideal venue for the annual Philippine Independence Day Celebration held by the city government of Dasmariñas. The modernization of Buildings 3 and 4 which house the Life Science Institute, Engineering Science and Technology Institute, and School Library were completed in 2014. These developments sought to meet the needs of the growing student population.

In adhering to the call of the Department of Education (DepEd) headed by Secretary Bro. Armin Luistro to enhance the basic education program in the country, the institution earned the permit to implement the Senior High School programs in April 2015. This paved way for the restructuring of Building 5 for Senior High School and Building 6 which housed the new canteen and multi-purpose hall. The Senior High School started its operations and welcomed its pioneer batch in June 2016.

The institution strives to explore more avenues to serve its community and undertake worthwhile development programs towards its continuous transformation as a responsive and competent institution, as its Founders envisioned it to be.

PHILOSOPHY

Emilio Aguinaldo College is a private, non-sectarian, co-educational institution of learning that fosters equal and fair opportunities for the holistic development of the persons conscious of their national identity and their roles in the global community.

VISION

Emilio Aguinaldo College envisions itself as an internationally recognized autonomous academic institution rooted in its nationalist tradition that consistently pursues the advancement and welfare of humanity.

MISSION

Emilio Aguinaldo College provides an outcomes-based education with relevant curricula geared towards excellent research, active industry cooperation and sustainable community extension.

CORE VALUES

Virtue

Emilio Aguinaldo College integrates knowledge and understanding among Emilians equipping them with wisdom to choose to do only the right thing.

Excellence

Emilio Aguinaldo College inculcates among Emilians the habit of doing only the best in all undertakings.

Service

Emilio Aguinaldo College develops among Emilians a strong sense of duty and responsibility of helping others for the school, community, country and Mother Nature.

EDUCATIONAL OBJECTIVES

The objectives of Emilio Aguinaldo College are to:

- offer opportunities for quality and relevant education to all;
- cultivate the intellectual, spiritual, moral, social and physical aspects of a person;
- instill appreciation and pride for one's national identity; and
- produce graduates of global quality equipped with competencies in their field of expertise.

QUALITY POLICY

Emilio Aguinaldo College commits to the continuous improvement of quality standards with emphasis on instruction, research and community service to benefit its stakeholders.

QUALITY OBJECTIVES

The objectives of the Emilio Aguinaldo College are to:

- Adhere to all statutory and regulatory standards;
- Provide consistent quality service to the students, parents and other stakeholders; and
- Respond to periodic system review for continual improvement on quality standards.

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Alternative Forms of Assessments in an Undergraduate Microbiology Course Amidst Emergency Remote Learning

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Abstract. The unexpected occurrence of COVID-19 pandemic has caught the educational institutions off guard. As such, schools all over the nation has resorted to emergency remote learning through various platforms. Educators were faced with many challenges including the administration of assessments. In this paper, the authors described alternative form of assessments after online modules through screencast lessons were administered to a group of allied health student who were enrolled in an undergraduate Microbiology course. Alternative assessments such as Concept Mapping, Collaborative Infographic Campaign and Do-It-Yourself Case-Based Pedagogy were administered to the students. All outputs were evaluated using scoring rubrics. Furthermore, the assessments were also aligned to the intended learning outcomes of the course. Thus, this study affirms many literature the alternative forms of assessments may be utilized aside from the traditional pencil and paper exams in virtually enhanced learning environment.

Alternative Forms of Assessments in Emergency Remote Learning

INTRODUCTION

The unexpected occurrence of COVID-19 pandemic has caught the educational institutions off guard. As such, schools all over the nation have resorted to emergency remote learning through various platforms. Educators were faced with many challenges including the administration of assessments. Emergency Remote Teaching (ERT) is a process of teaching performed at a distance that has shifted instructional deliveries to provide temporary access to education in a quick and reliable way.

There are many confounding issues associated with emergency remote learning. One of them is the acceptance of students towards this platform as this may affect their attitude, motivation and perceived behavioral control (Patricia, 2020). Furthermore, the emergency remote learning has inadvertently allowed educators to modify their course structures to suit virtually enhanced learning platforms (Gomez et al, 2020). Based on these tenets, facing challenges of academic disturbances and consequently ensuring the resumption of academic activities amidst the pandemic have become essential (Mishra et al., 2020).

One of the components that was affected in sudden modification of course plan is the assessments of students. Moreover, administration of assessments through learning management system (LMS) in situations such as ERT has become extra challenging because there is no direct physical contact between the learners and the teacher (Balderas et al., 2018). Supervision of students' examinations during online assessments become a daunting task especially during emergency remote learning where software to guard against cheating is not yet readily available (Eurboonyanun et al., 2020). Cheating has become one of the emerging concerns during online exams especially in this generation of more digitally diverse students (Butler-Henderson & Crawford, 2020). Many educators have expressed greater concerns related to online assessment activities such as the level of monitoring to inhibit cheating (Xu & Mahenthiran, 2016). Thus, identification of appropriate alternative forms of assessment has become urgent and of paramount importance in this situation.

Alternative assessments are action strategies to the traditional method of assessment (Petre, 2017). These are useful since different approaches to assessment are required to accommodate various ways to evaluate learners' knowledge construction (Stears & Gopal, 2010).

Furthermore, alternative assessments could increase students' understanding of how their output is correlated to their final grade and these may also create opportunities for students to make connections to what they have actually learned (Krawczyk, 2017). Moreover, alternative assessment strategies may also be utilized in virtual and technology-based simulations in higher education (Glowatz et al., 2017).

In this paper, the authors have explored and described the utilization of alternative form of assessments among undergraduate Microbiology students administered in a learning management system. The alternative forms of assessments include concept mapping, production of collaborative infographic campaign and the do-it-yourself (DIY) case-based pedagogy. Summative assessment at the of the course is also described in this study.

METHODOLOGY

Study Design

This is a descriptive study where alternative forms of assessments will be explored and describe. The outputs such as concept maps and infographic campaigns were qualitatively described. Furthermore, the concept maps, infographic campaigns and the D.I.Y. case-based pedagogy were also scored using rubric.

Participants of the Study

Participants (N=23) of this study are allied-health science students enrolled in Microbiology course during the Enhanced Community Quarantine. The data from this study were taken from the outputs of undergraduate allied health students enrolled in Microbiology during the academic year 2019-2020. To be eligible, the participants must be officially enrolled in the aforementioned course and must have access to the online learning management system. Purposive sampling was done to describe the students' outputs in concept-mapping. Students with alternative and correct concepts were chosen to describe the outputs. The infographic campaigns assessments were a collaborative form of assessments, hence, all outputs were described. And lastly for D.I.Y. case-based pedagogy, a representative output was presented and described in this study.

Online Delivery of Course Contents

All course contents were delivered online through the institution's official learning management system (LMS), Brightspace. Course didactic lectures were delivered asynchronously via screencast. Learners were also met synchronously via the virtual classroom embedded in the LMS. During the synchronous sessions, learners were given chance to clarify course contents that were not cleared when delivered asynchronously. Only outputs covering the topics on "The Prokarotes & Eukaryotes", "Multidrug Resistant Bacteria" and "Infectious Diseases" were presented herein.

Online Alternative Assessments

All learners have participated in the scheduled online assessments. The online alternative assessments were made part of the formative assessments. Alternative assessments include concept mapping, infographic campaigns and the D.I.Y. case-based pedagogy.

In concept mapping, learners were asked to individually create a concept map to show how eukaryotic and prokaryotic organisms are related to one another. This was conducted after the participants had watched asynchronous lesson on "The Prokaryotic and Eukaryotic Cells". The students were asked to draw concept map regarding their conceptual understanding of different microorganisms possessing either eukaryotic and prokaryotic cells. Rubric for concept mapping was utilized to assess the outputs of the students. However, only two outputs showing accurate and alternative conceptions were shown in this paper.

The infographic campaign is a collaborative group work. The class was divided into four groups after they have watched an asynchronous screencast on "Microbial Control" particularly on the topic of "Multidrug Resistant Bacteria". They were asked to collaborate and to produce a one-page collaborative infographic campaign posters on how prevent the occurrence of multidrug resistance among the bacteria. Rubric for scoring infographic campaign posters were used to evaluate the outputs. All posters were presented and described in this paper.

And for the D.I.Y. case-based pedagogy, the learners were asked to individually choose an infectious disease (bacterial, viral, parasitic or fungal) after finishing asynchronous screencasts on different infectious diseases. They were asked to make an appropriate and catchy title based on the chosen infectious disease. The learners have to make hypothetical clinical history and rationalize the hypothetical laboratory assay for their patients. And finally, they were asked to discuss and make substantive conclusion in their case study. All outputs were evaluated using

appropriate scoring rubric.   However, only one sample output was presented and described herein.

Ethical Consideration

The researchers ensured the confidentiality of their identity. The participants were informed of the procedures, objectives, and aims of the study. Ethics clearance was given by the Institutional Ethics Review Board (IERB) of the Emilio Aguinaldo College-Cavite.

RESULTS AND DISCUSSION

Many institutions worldwide have resorted to emergency remote learning (ERT) at the onset of COVID-19 pandemic. ERT is no exemptions to challenges, and learning assessment is one of those. Educators are faced with a dilemma of how students learning can still be met while on remote, since student's assessment and monitoring may be difficult. The traditional student assessment formats also known as Paper-and-pencil assessment such as written tests and quizzes are more likely to be compromised. Even if written tests are conducted with time-limit, students may likely find ways to look for answers online and more so, perfecting a test. Such circumstances give teachers false assurance on their students' learning a particular course.   On the other hand, online assessment submissions make it easier for students to comply as they need not to travel to campus.   With these tenets, resorting to alternative forms of assessments aside from the traditional pencil and paper exams could add authenticity to assess conceptual understanding among the students.

Concept Mapping

Here are the sample outputs of the learners who participated in the study.
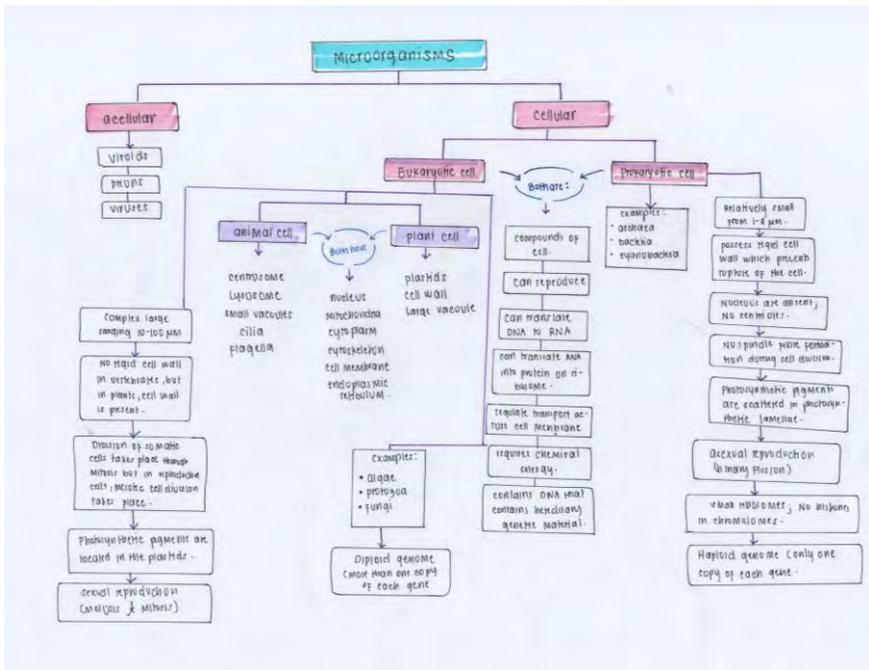
Figure 1 An example of concept map output of Student A

Shown in Figure 1 is an example of students' concept map illustrating the relationship between the eukaryotic and prokaryotic cells. In this example, Student A was able to explicitly illustrate the relationship between eukaryotic and prokaryotic cells. Traits that are shared by both cells are linked while peculiar characteristics of each cells are clearly delineated in the map. This is in support of the findings of Melhuish et al. (2020) that exploring students' concept images or mind maps will enable the educators to assess learners coherent understanding of abstract topics.

Inconsistent usage of nodes and boxes may infer alternative conceptions of particular concepts (Basit et al., 2016) Shown in Figure 2 is another example of concept map from Student B.
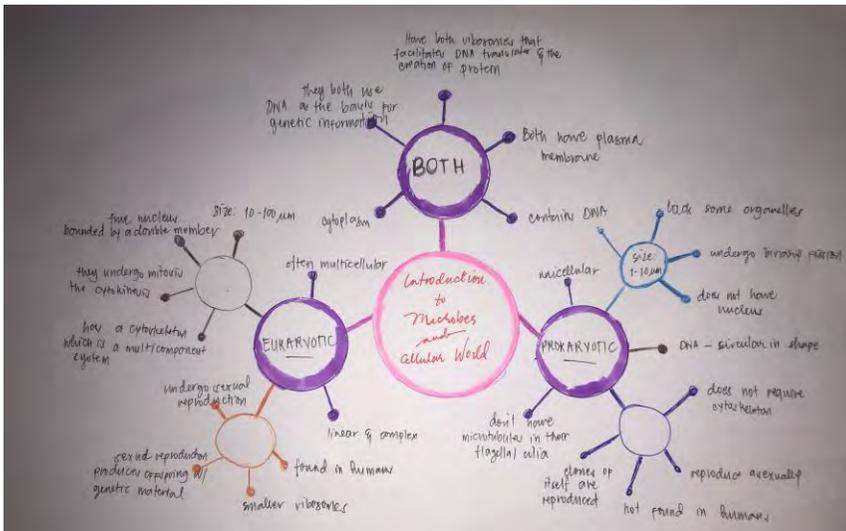
Figure 2 Concept map output of Student B

Student B has inconsistent usage of nodes and internodes when depicting the mind maps. The concepts and sub-concepts in the mind maps were disorganized and inconstantly placed in different nodes. In addition to identified alternative conceptions, the inconsistent hierarchy of concepts may reflect unfocused mind and schema in understanding the topic. Leaners despite of content delivery may still be challenged to generate concept maps (Sengul and Senay, 2014). However, despite of these challenges, concept mapping assessment makes evaluation process reliable and robust (Iqbal et al., 2018).

In this study, the researchers were able to efficiently probe conceptual understanding and alternative conceptions of the learners in the said topic. Students' output in our study that higher order thinking skills were espoused and fostered in this form of assessments. It is because concept maps are learning and assessment tool that could help learners develop and exercise higher-order thinking skills which may include critical thinking, reflective thinking, synthesis and analysis among others (Cañas, 2017). Moreover, concept mapping is an example of modern teaching methodology that could promote learning and could provide better and deeper learning (Aliyari et al, 2019). It is because the taxonomy of concept mapping is directly related to externalization of students' knowledge structure (Anohina-Naumeca, 2012). On that note, construction and analysis of educational assessments by means of concept map would allow educators appraise conceptual understanding of students (Su and Wang, 2010).

Administration of concept maps as form of assessments amidst ERT during ECQ is also convenient for both educators and learners. Concept maps are widely used for learning but it may be used for the assessment of conceptual knowledge even in a technology enriched, computer-based assessments (Weinerth et al., 2014).

Collaborative Infographic Campaign

In this specific assessment, our learners were able to produce collaborative campaign posters that depict conceptual understanding.

Figure 3 Collaborative output of Group 1

Figure 4 Collaborative output of Group 2

Figure 5 Collaborative output
of Group 3

Figure 6 Collaborative output
of Group 4

The outputs of our learners are presented in Figures 3-6. The students have successfully presented the concepts by presenting effective visual campaigns while observing correct concepts. Group number mainly focused definition, causes, prevention and treatment for multidrug resistant bacteria. Although the presented concepts were correct, the poster somehow lack visual appeal. Group number 2 focused mainly on prevention of multidrug resistant bacteria. Their tips on preventing the occurrence of multidrug resistant bacteria were more practical and at the same time scientifically sound. The poster of Group number 3 is very much comprehensive. They have utilized appropriate icons to catch the attention of potential readers. The concepts were also correct as they had also presented plausible explanation for the occurrence of multidrug resistant bacteria. The poster of Group number 4 may have correct conceptual understanding and but it lacked visual aesthetic and it was too wordy. Overall, all groups were able to present correct concepts on the topic of multidrug resistant bacteria.

Thus, it can be surmised that they have understand the concepts. Educators may appropriately utilize the health promotion education campaign production by students to assess students' critical thinking and communication skills and at the same time instill service learning among the students (Lee, 2019). Poster presentation as a form of assessments has also enabled students to develop communication and leadership skills (Ohaja et al, 2013). These skills were asserted by our learners when they presented quality infographic campaign posters as shown above.

The outputs of infographic campaign were products of collaborative learning. Collaborative learning in an online platform is still plausible but there are several challenges that may be considered. This type of learning strategies may be utilized in higher education as it promotes joint construction of knowledge as well as the development of necessary skills needed for interaction even in virtual platform (Hererra-Pavo, 2020). Moreover, it may be considered as a best practice to create a practical learning environment to acquire and share knowledge (Akhrif et al., 2020).

D.I.Y. Case-Based Pedagogy

Learners were ask to construct their own case-based pedagogy in this type of formative assessment. Here is a sample output of one of the students.

Title Tuberculosis: Unwanted Neighbor among Tondo Slums

Case History: Mr. Santos, a 31-year-old patient, was admitted due to prolonged fever, persistent cough, chest pain, and verbalized "bumagsak po ang timbang ko". Upon taking the history of present illness, the patient has reported that prior the fever, he firstly encountered persistent cough. shortness of breath, and excessive nocturnal sweating which is approximately 2 weeks before seeking professional help. He also explained that admitting to the hospital was barely his choice because he believes that rest could fix it alone. He smokes regularly and drinks occasionally. When asked for personal information, it was found that he lives in Tondo, where exposure to tons of garbage and unpleasant smell are ordinary as he described. He works at the junkshop and claims that he enthusiastically talks to different people who come in the shop every day.

Laboratory Test:

1. TB Skin test (TST) or Purified Protein Derivative (PPD)

It is done to determine if one is infected with Tuberculosis. The basis is that Mycobacterium Tuberculosis produces a delayed-type hypersensitivity skin in reaction to particular components of bacterium. A shot containing PPD on the skin must consequently present reaction.

2. TB Blood tests

Also known as Interferon Gamma Release Assay (IGRA). Drawing blood from patient to exhibit positive result from infected patient reflects to having TB bacteria.

3. Nucleic Acid Amplification Tests (NAATs) or Rapid sputum tests

Sputum, sometimes called as phlegm, is a secretion from the lungs which is used for TB testing. Collection of 3 sputum specimens shall be required for all persons suspected with TB for AFB smear and culture. It will be a basis for TB germs as Usually takes at least eight weeks for the availability of result.

4. Posterior-Anterior (PA) chest X-ray

Using chest radiograph, it will determine results to detect abnormalities. In active TB cases, infiltrates and cavities are presented in the upper part of lungs.

Discussion

In accordance to the World Health Organization's statement regarding the Philippine's standing in Tuberculosis cases, the health sector in government agency and organizations have been productively managing the spread of infectious disease to promote wellness of every living Filipino. Nevertheless, external conditions such as standard of living and poverty arise in every societal issue, including the dramatic increase of cases from certain infectious disease. Demonstrating great number of factors that the risk groups, such as the slum dwellers, receive the baggage of poor lifestyle and lack of access to assistance, resulting to their compromised health as 'surviving' is principally taught to their way of living as much substantial rather than any aspect including health. The country has indicated the highest influencing factors in the area of Tondo, Manila; where great exposure, overcrowding, and poor hygiene were commonly practiced. In

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reflection to the case of the 31-year-old patient, Mr. Santos, who is susceptible to Tuberculosis due to presentation of persistent cough, prolonged fever, shortness of breath, weight loss, and nocturnal sweating. These are the common symptoms which one could relate to the aforementioned infectious disease. Given his living condition, surviving in remote areas and his job surroundings must have exposed him to higher risks of acquiring Mycobacterium Tuberculosis. Laboratory tests such as skin test, blood test, chest X-ray, and sputum collection shall be done accordingly once a potential carrier of infectious is encountered. The intervention consists of ensuring airway clearance, release of sputum, administration of medications, appropriate position for comfort, nutritional needs, and lifestyle influences. The external factors have affected the health condition of Mr. Santos, which is a basic ground for healthcare practitioners to denote the physical state of patient. Beyond the extent of physical factors that can compromise one's health, living conditions such as financial sustainability and healthcare accessibility shall be considered to promote wellness of the client for total management of Tuberculosis rate in the country. More than the provision of present absence from discomfort, the system shall implement interventions for the long-term use, especially for those who are lack privileged to have an access to health assistance.

Box 1 Excerpt of a learner's individual output in case-based pedagogy

In the sample output, the learner was able to create correct case history and laboratory examinations that were done to this hypothetical patient. Moreover, the learner was able to thoroughly discuss the tuberculosis case of the patient. This type of pedagogical assessment is a form of case-based pedagogy. Case-based pedagogy is a type of approach in teaching that can enlighten learners' critical thinking when confronted with various dilemmas or situations (Cherubini, 2009). This type of assessment also conform with high order thinking skills. Case-based approaches equip students whenever they encounter complex situations, hence, allowing them to manage uncertainty and generate innovative strategies (Sprain and Timpson, 2012). Furthermore, incorporation of innovative case-based teaching methods with active students involvement maybe embedded in pre-clinical courses such as Microbiology to improve learning outcomes (Nayak et al, 2020). In our experience, most of the students as shown in the mean score were able to provide catchy and related title and they were able to relate the clinical conditions of the patients to its clinical history and performed laboratory analyses.

CONCLUSION

The pandemic has brought unprecedented changes in the landscape of education. Almost all institution all over the world have resorted to ERT where many educators had encountered several challenges. In this paper, the researchers explored the potential utilization of alternative forms of assessments using online platform through the institution's LMS. Concept mapping was found to be effective in probing both the alternative conceptions and conceptual understanding of learners on certain topics. The information campaign poster could also foster the creativity juices of the learners while educators would still be able to probe conceptual understanding. And lastly, the D.I.Y. case-based pedagogy as a form of assessment is considered in the realm of higher order thinking skills as it is able to promote innovation and critical thinking skills among the learners. Hence, these alternative learning assessments may be utilized as adjunct assessments aside from the tradition pencil and paper exams.   These alternative forms of assessments could also allow educators to probe any existing tenacious prior knowledge or alternative conceptions among the learners.

RECOMMENDATION

The study was unexpectedly written during an ERT situation. In future studies, it is ideal that baseline information about the learners such as pre-test or diagnostic test be administered to better assess the prior knowledge of the learners. The validity of the instruments must also be taken to ensure the reliability of the data. Administering these alternative assessments in face to face setup may be explored if it is already possible.

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Exploring the Nexus of Past Accreditation Reports on Emilio Aguinaldo College Dasmarinas Campus Organization and Administration as a Basis for the Improvement of the Quality Management System

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Abstract. Quality Management System (QMS) is vital to deliver quality education. Higher Educational Institutions (HEIs) that are sincere in attaining their published mission statements usually undergo voluntary accreditation. The Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) is one of the collegial accrediting bodies in the Philippines. The process covers 10 areas in which Organization and Administration is designated as Area X. In this study, the authors explore the qualitative Chairman's reports from 2012-2017. The themes of each accreditation year were identified using the word cloud and treemap analyses. In addition, the summative accreditation reports from 2012-2017 were also analyzed. All data were processed using the Nvivo 12 software. Findings indicate that during the aforementioned accreditation periods, the Chairmen had focused on the institutions' development plan for faculty and other pertinent services that are expected to be delivered by an educational institution. Hence, the findings of the study serves as basis for the QMS Team in planning for the roadmap of the institution.

Chairman's Reports on EAC-C's Organization and Administration

INTRODUCTION

Quality Management System (QMS) is the backbone to have an effective delivery of quality education. Process approach as integral part of the QMS could significantly impact the functional quality and the academic quality of the school (Elahi et at, 2019). Moreover, it is further postulated that the quality management systems have a positive impact for various forms of development to improve positive climate in schools (Egido et al, 2016).

To ensure that there is an effective delivery of quality education, most of prestigious institutions undergoes a voluntary accreditation. Accreditation has also become a factor in significantly improving the delivery of quality services of educational institutions (Sakilah et al, 2020). One of the accrediting bodies in the Philippines is the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). The institution is evaluated on ten areas during the accreditation visit. One of the distinct areas that have direct and indirect effects on QMS is Area X or the Organization and Administration.

The organization and administration climate of a certain school affect various aspects the delivery of quality services to the various stakeholders. Various sectors and conditions in the school may be impacted by both stable and turbulent organization and administration structure, and these include teacher professional learning (Huang et al, 2020), student organization (DeHart et al, 2020), safety climate perceptions (Russel et al, 2020) and sustainable policies and practices (Figueira et al, 2020). However, the most significant impact of organization and administration on QMS could be seen on the stability of educational policies and management processes. The educational policies of the school's organization and administration may influence the educational planning, communication and even rewards for teachers (Diez et al, 2020). Furthermore, the management processes could essentially affect the organizational climate, teaching and learning process and the school's relationship with the community (Diez et, 2020).

Thus, this paper explores the PACUCOA Chairman's report on Organization and Administration (Area X) during accreditation visit from 2012-2017.

METHODOLOGY

Study Design

A qualitative approach was employed to extract the themes of the Chairman's accreditation reports from 2012-2017. Treemap and word cloud analyses were utilized for the extraction of the themes of the Chairman's report on the area of Organization and Administration.

Sources of Data

Three accreditation periods i.e. 2012, 2015 and 2017 were utilized in the study. The data were culled from the file repository of the institution's QMS office after the necessary clearances were obtained.

Word Cloud and Treemap Analyses.

Word cloud and treemap analyses were the main methods that were utilized in extracting the main themes of each accreditation period vis a vis with the general theme of the Chairman's reports from 2012-2017. Word clouds were produced from NVivo 12 for the general visualization of the extracted themes and then it is further analyzed using a treemap to determine the themes' and subthemes' hierarchical structures.

RESULTS AND DISCUSSION

Chairman's Accreditation Report in 2012

The 2012 accreditation was the preliminary visit for the programs of Nursing, Criminology and Hotel and Restaurant Managements. The word cloud for the Chairman's report for the aforementioned year is in Figure 1.

Figure 1 Word cloud of Chairman's Report for Area IX Organization and Administration during the 2012 Accreditation

The resounding themes for the Area IX Organization and Administration during the 2012 accreditation include "plan", "development", "faculty", "institutional", "performance" and "research". Moreover, the treemap analysis for the said accreditation year is written in Figure 2.

Figure 2 Treemap of Area IX Organization and Administration Chairman's Report during the 2012 Accreditation

Several themes can be extracted from the treemap analysis in Figure 2. One of the main themes is "plan". Under the hierarchy of "plan", we can identify "administrative" and "college". The theme can be interpreted that the Chairman is trying to give emphasis on planning as an integral part of the administrative functions of the college of institution. Planning was given the most emphasis in this period of accreditation. It was given much emphasis under in the area of Organization and Administration since planning could either make or break an academic institution. Planning may promote progress or propagate problems within the academic institutions (Washington et al, 2017). There is also a significant relationship between planning and leadership style (Akilli et al, 2014), hence, the inclusion of such a theme in the area of Organization and Administration does not come as a surprise.

During the 2012 accreditation, the Chairman has also given emphasis on "development" in relation with "college", "key", "academic", "budget" and "community extension". This can be interpreted that budget could be the key for the academic and even community extension. Appropriation of finances is also an essential role of the upper management in the institution's organization and administration. Thus, organization should be able to manage competing logics within budgeting practices (Lepori and Montauti, 2020). As such, the Chairman is trying to convey that financial appropriation is a vital aspect of academic development. Thus, academic directors are associated with better firm performances, stronger monitoring effects, enhanced innovation results, and most importantly, easier access to finance (Liu, 2020).

Furthermore, the theme "faculty" is associated with "performance" and the words "credentials", "ranking", "qualifications" and "teaching". From these keywords, we can deduce that faculty teaching performance is related to credentials, qualifications and ranking. The Chairman's report is in congruent with the findings of Sarkiss et al (2017) where it was correlated that the academic productivity is related to several factors such as ranking and other measures of faculty productivity.

The culture of research in this institution was still in infancy during the 2012 accreditation. This is the reason why "institutional" and "research" had become one of the themes in that year. The Chairman was trying to surmise that "a functional institutional research" is of paramount importance in any educational institution. In fact, key elements of strong research culture have been linked with sustainable school improvement (Lee and Louis, 2019). As such, the policy-makers and the policies of the institution itself may have remarkable impact on research culture (Tucker and Tilt, 2019).

Chairman's Accreditation Report in 2015
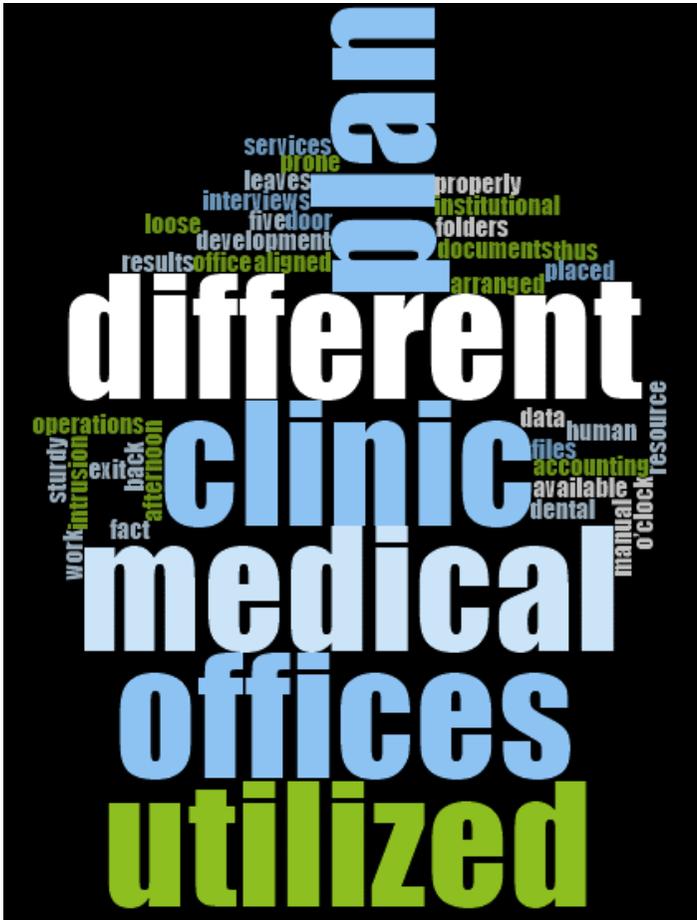
Figure 3 Word cloud of Chairman's Report for Area IX Organization and Administration during the 2015 Accreditation

   The prominent themes for the Area IX Organization and Administration during the 2015 accreditation include "plan", "medical clinic", "offices" and utilized as shown in Figure 3. Furthermore, the treemap analysis for the said accreditation year is shown in Figure 4.
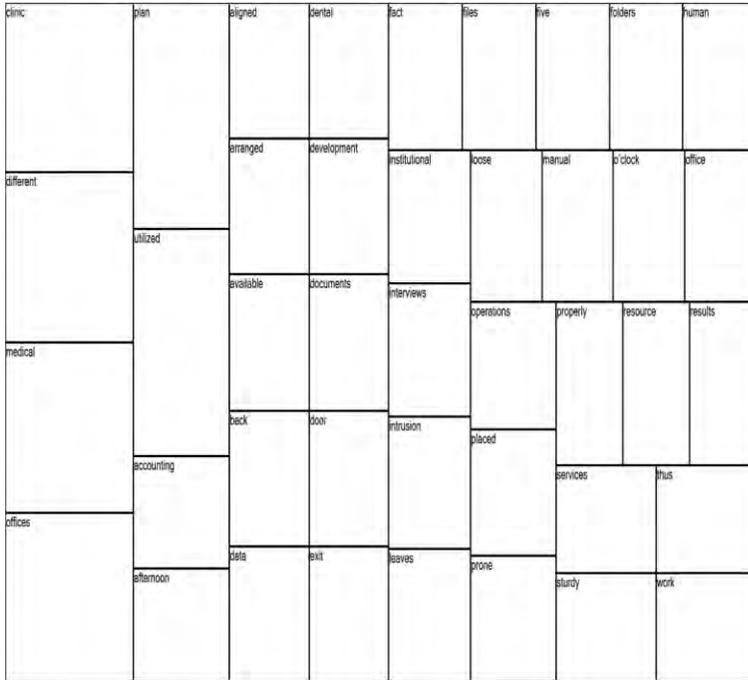
Figure 4 Treemap of Area IX Organization and Administration Chairman's Report during the 2015 Accreditation

Based on the treemap analysis, the Chairman had focused on students services particularly in medical and dental clinics during the 2015 accreditation. Moreover, departments that were related to school's operation such as the Accounting office had directly appeared in the treemap. Implied keywords such "files", "intrusion", "sturdy", "prone" and "folders" seemed to be related with the operations of Registrar's office. At the time of the accreditation, the latter's documents were not yet properly secured in a safe place and that caught the attention of the Chairman. It is indeed the incumbent responsibilities of the school's organization and administration to ensure the efficient delivery of students services. Interestingly, efficient student services that are focused on its necessities are vital for the academic activity of the students. Hence, supporting and enhancing the student experience is critical to success in higher education for both the stakeholders and the institution (Ciobanu, 2013). In addition, students services are considered as cornerstones because of its unquestionable part in ensuring flawless implementation of the institution's programs (Hanafi et al, 2016).

Chairman's Accreditation Report in 2017

The most prominent theme for the Area IX Organization and Administration during the 2017 accreditation is "faculty" as shown in Figure 5. Alongside with it, other related themes include "manual", "college" and "code". Furthermore, the treemap analysis for the said accreditation year is shown in Figure 6.
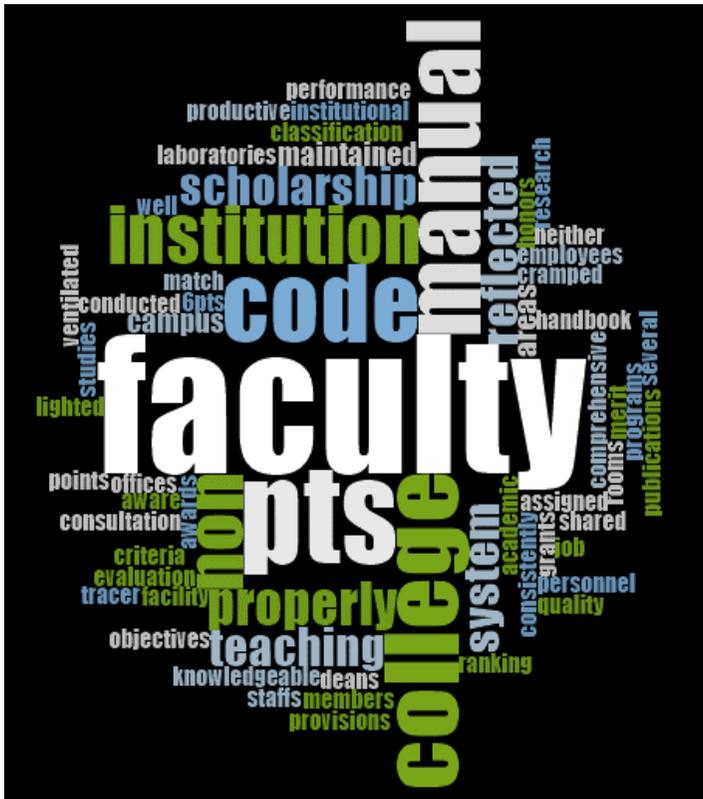
Figure 5 Word cloud of Chairman's Report for Area IX Organization and Administration during the 2017 Accreditation
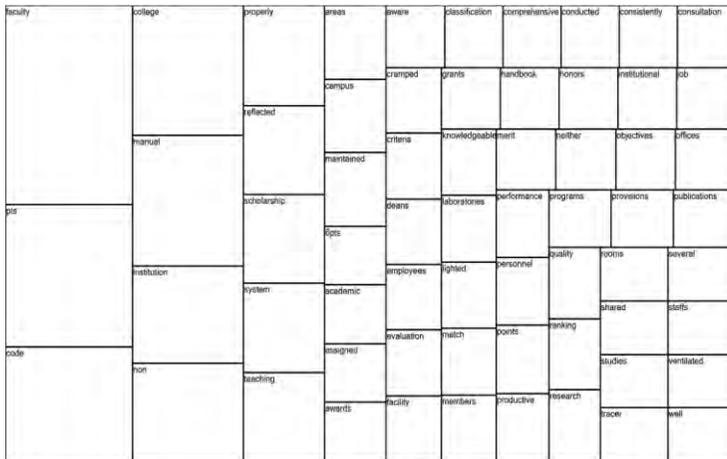
Figure 6 Treemap of Area IX Organization and Administration Chairman's Report during the 2017 Accreditation

In this year, the Chairman's main concern was the faculty. Based on the treemap analysis, other themes that could be depicted herein may also be related to the faculty such as "manual" or the "college manual", "teaching", "evaluation". "research". Upon examination of the pertinent sub-hierarchical under the "faculty", the Chairman was trying to point out that faculty members may not be "aware" of "college manual" which may include several "areas" such as "grants" and "classifications. Interestingly, the sub-hierarchical themes under the "code" include "teaching", "awards" and "evaluation". These may be related to the theme of "faculty" as those were actually some of the essential items in the college code or manual. Thus, Chairman's report has indeed focused on the importance of faculty awareness to the existence of governing polices of the institution. This is of paramount importance since faculty manuals are supposed to guide the teachers about their job and give them general information about the school policies thereby enabling to be highly committed and satisfied in the workplace (Juevesca, 2020).

Summative Chairman's Accreditation Report for the Area of Organization and Administration
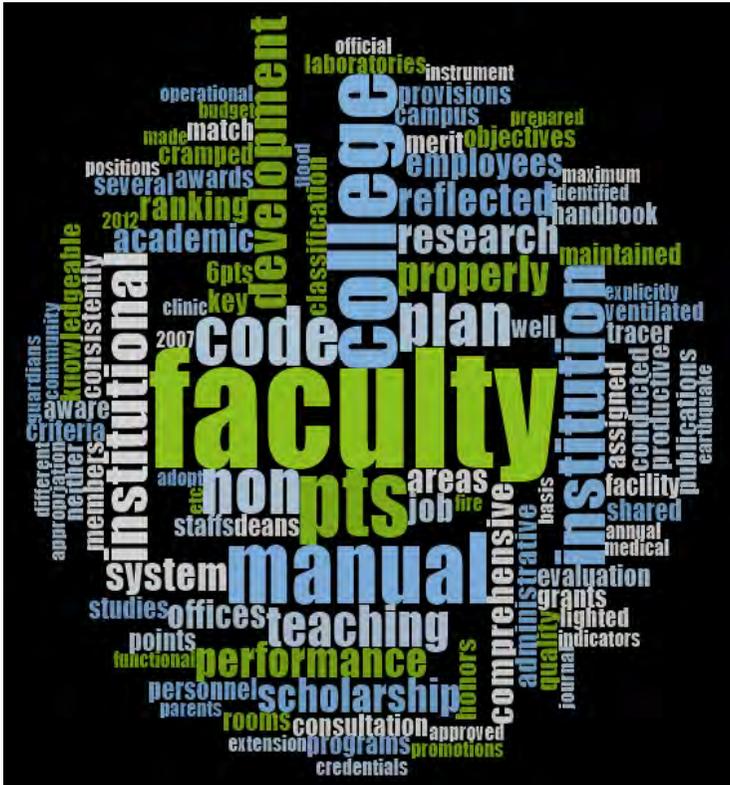
Figure 7 Word cloud of Summative Chairman's Report for the Organization and Administration during the 2012-2017 Accreditation

Shown in Figure 7 is the word cloud of Chairman's summative report for the accreditation periods of 2012, 2015 and 2017. It can be inferred that the "faculty" remained that main theme of the summative report. Furthermore, Figure 8 revealed the treemap analysis of the summative Chairman's report is written in Figure 8.
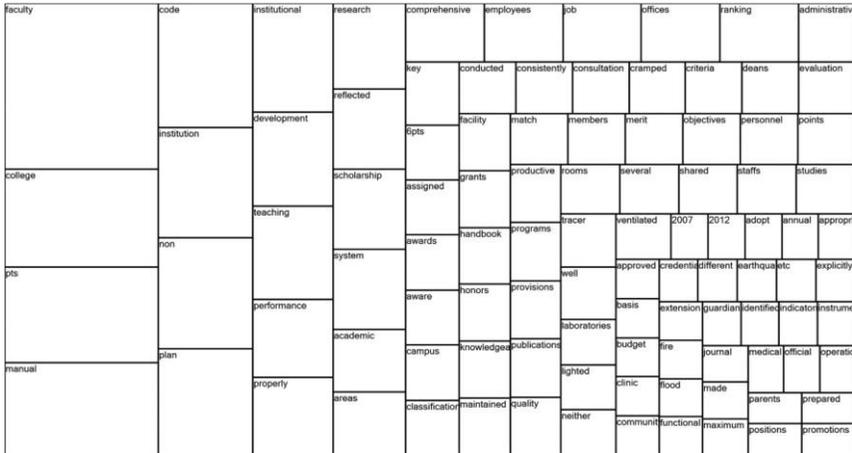
Figure 8 Treemap of Area IX Organization and Administration Chairman's Summative Report during the 2012-2017 Accreditation

The summative report of the Chairmen for Area IX – Organization and Administration highlighted once again the importance of "faculty" in educational institution. Sub-hierarchical themes under the "faculty" include "institutional", "development" and "research". Based on the existence of these themes, we can surmise that conducting consistent institutional research and development indeed play key roles for faculty productivity and ranking. All of these subthemes are reflected under the main theme of "faculty". The vital roles of faculty performance in institutional strategic intention in applying for accreditation have been affirmed by various literatures including that of Bourini et al (2020). The performance of faculty members as team effort in the institution may also be reflected to the organizational performance as well (Eskandar et al, 2020). Thus, the subthemes under the faculty also include various elements as key factors that are essential indicators to reflect organizational and administration performance. These elements are consistent institutional research and development from the members of the faculty.

Moreover, the "college" as the main theme has several noteworthy sub-hierarchical themes such as "scholarship", "grants", "merit" and

"productive". These subthemes may be collectively known as rewards in the college. Hence, it could be surmised that the Chairmen have given emphasis to the importance of the reward system in the College. It is also noteworthy to mention that some institutions have made progress over the past several years to support, recognize and reward faculty work in community- engaged scholarship (Cavallaro, 2016). In addition, the reward system in an educational institution is a significant positive predictor of employees' attitude to work and clear communication of such policies should be explicitly written in a documented information system (Akyin-Mensah, 2020).

And lastly, the main theme of the summative Chairmen's report also include "manual". Again, it is implied that the organization and administration should have explicitly written policies and guidelines documented in manuals. This is the reason why the institution has continuously improved itself by documenting all of its manual of operations. This quality standard is affirmed upon the conferment of an international ISO certification 9008:2015.

CONCLUSION

In summary, the themes of the accreditation Chairman's reports on the area of Organization and Administration across different periods mainly focused on development plan, students services and faculty as human resources. These findings are essential and could serve as the empirical basis of the QMS team when planning for the roadmap of the institution. Based on the findings of the study, PACUCOA as the external stakeholder of the institution had re-affirmed the vital roles planning and development to materialized the quality objectives and mission statements of the institution. The findings also surmised that the quality delivery of students services are indeed non-negotiable. This is an important indicator that the institution's administration is sincere in satisfying the requirements of the stakeholders. And lastly, faculty members as human resources remained as the vital link to sustain the existence of any educational institution.

Hence, this study should serve as the basis in revisiting the policies and guidelines of the educational institution. Such policies could be streamlined to ensure that planning for development is maintained, quality service delivery is achieved and most importantly, the presence of inspired faculty members is sustained. Studying the emerging themes are necessary to continuously pulsate the progress of EAC as it continue to smoothly push forward like a well-oiled machine. If this is sustained, one of the ardent desires of EAC-C 's stakeholders to achieve an autonomous status is not anymore a remote possibility.

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Employability among the School of Education and School of Engineering and Technology Graduates: Determining Graduate Attributes and Improving Quality of Education through Graduate Tracer Studies

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Abstract. The consistency of the results obtained by graduates at the School of Education and at the School of Engineering and Technology at EAC Cavite is an integral part of the quality of higher education. This study used descriptive-qualitative analysis approaches and adapted Knight and Yorke's (2003) USEM concept of employability. The research participants were Bachelor of Secondary Education, Bachelor of Elementary Education, Bachelor of Science in Computer Science and Bachelor of Computer Engineering. The School of Education had 96 respondents and the School of Engineering had 13. The study showed that the lifelong learning qualities and competencies of the 21st century were expressed in the graduates of these programmes, however there were some abilities that needed to be improved and strengthened, such as being a morally upright, nationalistic person and becoming a lifelong learner. Dependent on this, the researchers in the School of Education and the School of Engineering and Technology have come up with a theme utilizing content analysis and comparison with the existing graduate qualities to enhance quality education.

Employability among the School of Education and School of Engineering and Technology Graduates: Determining Graduate Attributes and Improving Quality of Education through Graduate Tracer Studies

INTRODUCTION

The Emilio Aguinaldo College Cavite values the Outcomes-Based Education that develops graduates' skills and competencies to prepare them for the workplace. An essential part of quality in higher education is the quality of outcomes achieved by the graduates in the School of Education and in the School of Engineering and Technology of EAC Cavite. They are exhorted to develop their graduate attributes while they are in college and after graduation. These graduate attributes the students should possess are: effective communicator, morally upright individual, innovative thinker and leader, life-long learner, internationally-driven professional, advocate for human welfare and the environment, and nationalistic citizen. Therefore, enabling them to compete in the labor market, the above attributes should be developed, used naturally, and apply consistently in their lives. This empirical study will provide valuable information to determine the alumni's employability and competence status using the graduate attributes and to improve quality education.

METHODOLOGY

Research Design/Research Methodology

This research utilized descriptive-qualitative methods of research. It utilized the USEM Model of Employability advocated by Knight and Yorke (2003). To attain the objectives of this study, the authors used a survey questionnaire particularly the Open-Ended questionnaire to the graduates of the School of Education, and School of Engineering and Technology from AY-2017-2019. These data were gathered, summarized, analyzed, and interpreted. To determine the extent to which the graduate attributes have contributed to the development of the graduates, the authors used the content analysis and based it from the USEM model which bears the four components of employability which will serve as its theme to improve the quality of education.

Research Locale

The research locale is at the EAC-Cavite.

Research Participants/Respondents/Sources of Data

.   The research respondents are all from the EAC-Cavite who have graduated in the following courses: Elementary Education, Secondary Education, Computer Engineering, and Computer Science from AY- 2017-2019.

Sampling Technique

This research employed the purposive sampling technique in choosing the respondents. The respondents were chosen using these criteria: (1) currently enrolled in the EAC-Cavite, (2) has conducted a community service in any offices in EAC-Cavite, (3) willing to participate in the study

Data Gathering Procedure

In whole, the USEM model was utilized to investigate its findings and content analysis of its qualitative data. The researchers prepared an Open-Ended Survey Questionnaire and transfer this to Google Survey Form. Second, this questionnaire was sent to all graduates in the School of Education and School of Engineering and Technology from AY-2017-2019. Only those who were willing to participate sent their responses via Google Drive and these were gathered, analyzed, and interpreted. The USEM Model was used as its guide to create themes and to improve the quality of education in the courses provided by the School of Education and the School of Engineering and Technology.

RESULTS AND DISCUSSION

Demographic Data and Employability Profile

There were 96 respondents in the School of Education while there were 13 respondents in the School of Engineering and Technology.

DEPARTMENT	Single	Married	Female	Male
Bachelor of Secondary Education and Bachelor of Elementary Education	91	4	84	12
Bachelor of Science in Computer Science	8	0	4	4
Bachelor of Science in Computer Engineering	5	0	0	5

Table 1: Civil Status and Gender of the SOE and SET Graduates from 2017-2019

Majority of the respondents were single with a total of 91 and there were only 4 who were married. Most of them were females with 84 graduates and 12 males. On the other hand, in Bachelor of Science in Computer Science, there were only 8 graduates who were still single with 4 males and 4 females while the Bachelor of Science in Computer Engineering had 5 graduates who were also single and all males.

Women-based on the popular belief that they were more nurturing than men — were considered the ideal candidates to meet the need. Their schools expanded their teacher training programs and encouraged their students to register at the expense of other majors. Women garnered 80 percent of the Bachelor's degrees in Education in 2014, creating a gender-dominated pool of applicants for new teaching positions. More than 150 years ago, women started to receive advanced degrees, and were allowed to use their expanded skills as teachers. The tradition of teaching as a career for women remains profoundly rooted in the history of the United States (The National Women's History Museum, 2017).

Table 2: Attained degree of the graduates from 2017-2019

Degree	N
Bachelor of Secondary Education	74
Bachelor of Elementary Education	22
Bachelor of Science in Computer Science	8
Bachelor of Science in Computer Engineering	5

The degrees attained by the graduates from 2017-2019 are Bachelor of Secondary Education (BSED), 74; Bachelor of Elementary Education, 22; Bachelor of Science in Computer Science, 8; and Bachelor of Science in Computer Engineering. Considering these programs are under the Commission on Higher Education (CHED), there is a need to monitor the degrees earned and attained by the SOE and SET graduates in order to find out if the Emilian graduate attributes have also been applied and if these were applied in the industry or at their work environment.

Table 3: Employment Status of the graduates from 2017-2019
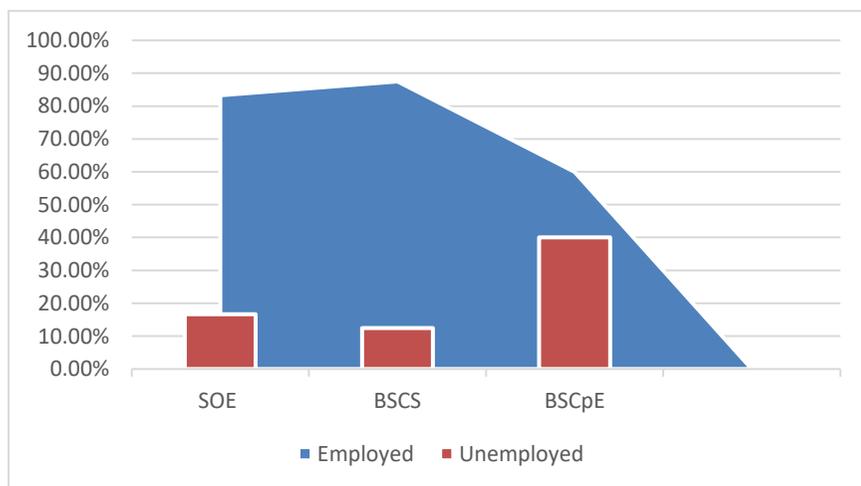
As shown in Table 3, in the SOE, there were 80 graduates who were employed out of 96 or 83.33 percent. There were 16 graduates who were unemployed or 16.66 percent. There were 10 graduates out of 13 or 76.92 percent who were employed in SET while only 3 were unemployed or 23.08 percent. According to Abas (2013), the proper attention on

developing competence on employability skills by employers, employees, higher academic institutions, labor agencies, and policy makers may help address the problems on job performance. As gleaned on the chart, majority of the SOE and SET graduates were employed against the number of unemployed ones. Employability is the ongoing life-long practice of accumulating expertise, new information, purposeful learning, and abilities that lead to improving one's marketability to improve their ability to achieve and retain jobs across different labor market changes. It is focused on a selection of individual functions.

Table 4: Present Job Level Position of graduates from 2017-2019

Studying further the present job level position of graduates from 2017-2019, in the SOE, there were 22 graduates who landed a regular/permanent job while there were 53 who started with casual/temporary position. Some of them did not respond to this question maybe due to some of them could not still find a job even after graduation.

There were 2 of them who worked as self-employed. In SET, there were 9 graduates who took regular/permanent positions and only 1 had temporary position. Among the titles of the graduates were rank and files in the School of Education was 6, professional/technical and supervisory was 63, self-employed were 2, while 1 got a managerial position. For SET, 4 got the clerical job, 6 for the professional/technical and supervisory. Some of the graduates opted not to answer the question about job titles. Graduates are required to earn a sense of competence in their own field of interest and develop the confidence to explore new possibilities and new employment especially if there is increasing competition among rivals at work (Alshenafi, 2019)

Table 5: Finding the First Job

Department	Regular/Permanent	Contractual (temporary/casual	Self-Employed
SOE	22	53	2
SET	9	1	0
Department	**How did you find your current job?**	**How long did it take to find a job?**	**N**

SOE	Personal application	2-3 weeks	1
		1 month	16
	Indeed	8 months	1
	Facebook	A year	1
	Job Vacancies Online	Before graduation	45
	Family Business		32
	Nearby	*no answer	
	Job street		
SET (BSCS and BSCpE)	Personal application	8 months to 1 year	6
	Indeed		0
	Facebook	Before graduation	3
	Job Vacancies Online	Less than 2 years	
	Family Business	After graduation	
	Nearby		
	Jobstreet		

The graduates revealed that it was not easy to search for a job. However, there was 1 in the SOE that took only 2-3 weeks to apply. There were also 16 who searched for a job for almost a month. There was 1 who search for almost 8 months, and interestingly, there were 45 who mentioned that they searched for their jobs prior to their graduation. Among the 96 graduates, 32 did not respond to this question. In the SET, 6 revealed to have looked for a job for almost 8 months to 1 year, while 3 of them stated that it took them 2 years to find a job right after graduation. Both SOE and SET had similar ways to find their current job which include: personal application, applying online like Indeed, FB Page, Job Vacancies, and Family Business Jobstreet, or nearby.

Table 6: Scholarship received during college

Scholarship	SOE	BSCS	BSCpE	RANK
Academic	13	1	2	2ND
Publication	1	0	0	7TH
Student Assistantship	33	0	0	1ST
Talent Scholar	3	1	0	5th
Varsity	3	0	1	5th
Municipal	1	0	0	6th
GabayGuro	4	0	0	4th
Merit	6	1	0	3rd
CHED Scholarship	6	0	0	3rd
Information Technology Skills	0	1	0	7TH
Employee's Discount	0	0	1	7TH
TOTAL	**70**	**4**	**4**	

As gleaned on Table 6, most of the students have different methods to achieve their goals. Most of them received scholarships during college in order to finish a degree. There were 13 who were academic scholars while the BSCS had 1 and BSCpE 2. There was also 1 scholar in Publication in the SOE; Student Assistantship 33, Varsity 3, GabayGuro 4, merit Scholarship 6, CHED Scholars 6. The BSC has a Talent, Varsity, and 1 Information Technology Skills in BSC. Some students did not try to answer the question maybe because they paid their own tuition fees. Among the scholarships received by the graduates from the SOE, Student Assistantship ranked first. This is the most common scholarship provided to the students in the School of Education. To enable financially underpriviledged but intellectually capable students to pursue tertiary education, EAC has launched the Student Assistantship Program (SAP), which operated in accordance with Section II, Rule 6, Book 3 of the Rules and Regulations Implementing the Labor Code of the Philippines, as amended (EAC Student Manual, 2017). The second scholarship program offered by EAC to its students is the academic scholarship. This scholarship grants 100% exemption from tuition fee to high school valedictorians and 50% reduction in tuition fee to salutatorians for one (1) semester (EAC Student Manual, 2017). Next in ranks include: Merit, CHED, Gabay-guro, Varsity and Talent, Municipal, Information Technology Skills, and Publication scholarships. In the EACC, the SOE receives the highest number of scholarship grants to its students who are qualified to avail such a scholarship program. As shown on the table, the SOE received the majority of scholarship grants to its graduates. These graduates deserved to be scholars because of their passion, morally upright behavior, good leadership, intelligence, and other attributes of

being a good scholar. On the other hand, the SET graduates received a number of scholarship grants like publication, varsity, academic, and employee discount. These graduates when they were students proved that they value the importance of hard work. They also believed that the importance of employability has been necessitated by the current changing environment. Pitan (2016) states that there is an increase in competition among graduates nowadays considering the graduate attributes to be possessed by each graduate that includes communication, problem solving, teamwork, and collaboration. Because of this, students should be able to display employability skills along with their academic skills. Pitan (2016) emphasized that it takes more than six months for many graduates to get their desired graduate jobs, and also there are mediating factors in the employment process.

Competencies Learned by Graduates and Its Usefulness on their Current Job

Competencies	SOE	BSCS	BSCpE
Communication skills	65	3	4
Critical Thinking	55	4	4
Human Relations	54	1	2
Entrepreneurial	10	0	1
Problem Solving	43	3	5
Information Technology	38	7	4
Leadership	1	0	0
Time Management	1	0	0

The EACC graduates considered several competencies to enhance their skills which include communication skills, critical thinking, human relations, problem-solving, information technology, entrepreneurial, leadership, and time management. The Education and Engineering graduates believed that having these graduate attributes can help them organize themselves and in finding a job could make the difference. In order to fast forward one's career, there are list of competencies to be learned by graduates and this was validated by an organization that in the United Kingdom called "Career Smart." Some of these competencies include communication skills, problem-solving, quick thinking, teamwork, resilience, initiative, and others.

In the light of Knight and Yorke (2003) USEM Model of Employability, the following attributes belong to understanding: Human Relations, Entrepreneurial, and Information Technology. These skills will help enhance the graduate's ability to explore their understanding on their various skills and majors. Skillful practices human relations and problem-solving skills. Efficacy beliefs include time management, leadership, and

communication skills. Finally, metacognition includes the problem-solving, critical thinking, and time management. Therefore, students from the SOE and SET possessed the graduate attributes as manifested by the USEM model of employability thus, there was no doubt that majority of its graduates from 2017-2019 landed a job related or aligned on their field of specialization.

Themes to Improve the Quality of Education in the SOE and SET

Although Knight and Yorke (2003) have utilized the most reflective model on employability, it still lacks the completeness of some skills that graduates must have. The researchers have adopted the Emilian Graduate Attributes to improve the quality of education in the SOE and SET. Among the seven (7) attributes of an Emilian approved by the EAC Community, there were three attributes missing based on the graduates' perspectives and these were: *being morally upright individual, nationalistic citizen, and a life-long learner. These are very important in the lives* of our graduates to ensure personal and professional improvement. Thus, below is the diagram that illustrates the new graduate attributes which was presented in the Management Planning which two of its members are part of this study.

CONCLUSIONS AND RECOMMENDATIONS

With 96 SOE and 13 SET graduates, this empirical study was comprised of AY-2017-2019. Using the Open-Ended Survey Questionnaire sent to all graduates, job specifications, job transition and career alignment were determined. 22 graduates were found to have a permanent role and 53 started their initial jobs, whilst the others declined to reveal their working condition. Out of 13 graduates at the School of Engineering and Technology, 10 of them landed a career. It was observed that the life-long learning abilities and competencies of the 21st century were expressed among the graduate qualities, but there was a lack of skills that needed to be developed, as demonstrated in the study utilizing the USEM model. These competencies include: being a morally upright individual, a nationalistic person, and a lifelong learner. This suggests that not all learners have been truly informed of these skills and have not become adequately positive to implement them in their current workplace.

Therefore, the authors also established the theme using content analysis and contrasted it with the EAC 's real graduate characteristics, which serve as the basis for enhancing quality education in the School of Education and the School of Engineering and Technology.

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Employability Skills of AB Communication Graduates of Emilio Aguinaldo College-Cavite: A Tracer Study

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Abstract. In the 21st century workplace according to Suarta et al (2017), employability skills are far more important than "occupation-specific skills". What employers need are people who can sustain the challenging and changing nature of work of the century. These employability skills according to them are the "additional set of skills" or "attributes" that can make employees better at meeting the demand of the 21st century workplace – the "missing link between education and training and the world of work." An invitation to participate with attached google form link was sent to the graduates of AB Communication through their Messenger account. A total of twenty-eight responses was collected after a week-long data gathering. Using descriptive statistic, the study yielded the results which show that majority of the participants have a very high employability skills in terms of communication skills, teamwork skills, problem-solving skills, self-management skills, planning and organizing skills, technology skills, learning skills, and initiative and enterprise skills. Self-management skill ranked on top of the skills, while planning and organizing skills and initiative and enterprise skills come at 7th and 8th ranks (or last). The results validate the facts about the participants since many of them have permanent position and occupying rank-and-file, supervisory, and managerial positions in both media- and non-media related work, that despite their age, who are from 21 to 30 years they were recognized and were given a high-profile position. This study recommends to provide AB Communication students with opportunity to develop not only occupation-specific skills but also employability (or soft) skills or also known as the 21st Century skills.

Employability Skills of AB Communication Graduates of Emilio Aguinaldo College-Cavite: A Tracer Study

INTRODUCTION

Any communication degree holder may hold offices to various fields of work, of which media is just an option for two reasons: communication is an important component in the workplace and its graduates are trained to handle communication-related tasks such as in business, human relations, public relations, marketing, advertising, media planning, web content development, teaching, and among others. They are even trained to create communication messages for various media outlets such as print, television, radio, and Internet. Because of a great deal in terms of communication issues in the workplace, they can be hired as communication specialists who are responsible for smooth communication flows in any office. With strong writing and oral communication skills, they may even perform other business functions across departments as a starting point but after demonstrating commitment and competence in that field, they may be given promotion to higher position.

Despite the vast amount of work available for Communication graduates, it is undeniably true that a lot of them end up working away from what they really desire. This problem among college or university graduates known as job mismatch has been the concern of most of countries in the world including the Philippines. Cudis (11 July 2019) recalled from the Employers' Confederation of the Philippines (ECOP) forum the issue which stated that despite more job openings are apparently becoming available in the country, "many college graduates … end up being unemployed, underemployed or landing jobs that do not optimize the use of their skills" (para. 1). One problem raised during the forum is the mismatch between the graduates' level of competence and the required competence in the industry. This result to "brain drain" in the country and these graduates tend to resign earlier because they are not satisfied with their job.

The issue on mismatch can be addressed by providing the students with skills that employers look for from their applicants. Oluyomi and Adedeji (2012) explained that the poor employability and productivity of university graduates in Nigeria is one problem faced by the universities in that country – that is, the skills acquired by graduates are not "needed in the market" (p. 1). Employability is important to consider not only by students but also of higher education institutions that offer courses for students who aspire better careers in the future. They need to consider "work-related skills and knowledge" that students should acquire before

they graduate (Neugebauer, 2016). Employability is defined as "a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (Knight & Yorke, 2003, cited in Neugebauer, 2016).

On the part of employers, employability of graduates refers to the "work readiness" of graduates, which refers to the skills expected of any graduates to perform the challenging tasks given to them. Literacy skills, numeracy skills, and problem-solving skills are just few of those skills. Specifically, employability skills are classified according to the following areas: self-management, teamworking, business and customer awareness, problem solving, communication and literacy, application of numeracy, application of information technology, and entrepreneurship/enterprise (Neugebauer, 2016 & Trought, 2017). These skills are based from CBI and are considered as the "core skills and attributes that graduates need to demonstrate upon graduation" (Trought, 2017).

In the 21st century workplace according to Suarta, Suwintana, Sudhana, and Hariyanti, (2017) of Indonesia, employability skills are far more important than "occupation-specific skills" based on several literature reviews they have made. What employers need are people who can sustain the challenging and changing nature of work of the century. These employability skills according to them are the "additional set of skills" or "attributes" that can make employees better at meeting the demand of the 21st century workplace – the "missing link between education and training and the world of work." For Yorke (2006), although "good academic qualifications" are still valuable in terms of recruitment, employers are still after the applicant's employability skills because they believe these people can instantaneously make a difference for the company (cited in Moores, Saunders, & Zuzel, 14 December 2015).

Diamond (2008) also identified based on a study participated by global employers the competencies that students must cultivate prior to graduation to make them able to compete in global arena. These are: (1) an ability to work collaboratively with teams of people from a range of backgrounds and countries; (2) excellent communication skills: both speaking and listening; (3) a high degree of drive and resilience; (4) an ability to embrace multiple perspectives and challenge thinking; (5) a capacity to develop new skills and behaviours according to role requirements; (6) a high degree of self-awareness; (7) an ability to negotiate and influence clients across the globe from different cultures; (8) an ability to form professional, global networks; (9) an openness to and respect for a range of perspectives from around the world; and (10) multi-cultural learning agility (Trought, 2017).

Review of Related Literature
Employability Skills
Wels (16 August 2013) explained that employability skills are highly important especially for fresh graduates who look for an employment. These skills are what they need to find jobs and be hired.

Communication Skills
Communication as an employment skill involves the ability to effectively listen and interact with people through which a good interpersonal communication is maintained for the accomplishment of tasks at hand. Through effective communication any conflict and problem can be easily addressed. Communication as an employment skill is characterized by the following ability or behaviour: (1) listen and understand, (2) speak clearly and directly, (3) write to the needs of the audience, (4) use numeracy effectively, (5) establish and use networks, (6) persuade effectively, (7) negotiate positively, (8) empathize, (9) assertive, (10) share information, and (11) read independently (Wels, 16 August 2013).

The display of communication skills is measured by the person's ability to "get [a] message across" as well as "being alert to the spoken and unspoken signals that come from others" (Lumley & Wilkinson, 2013, p. 18). This ability is a very essential employability skill that should be demonstrated in the business world.

When communicating, a person carries in himself his personality which affects the way he communicates (Richmond & McCroskey, 2009 cited in Chesebro, 2014). Some of these traits that makes a person a good communicator are assertiveness, aggressiveness, extroversion, and so on. Basically, these personality traits according to Chesebro (2014), "influence our perception of our environment and shape the behaviors we display in response to our environment" (p. 21).

Teamwork Skill
Teamwork is attained when every member understands the scope of their roles, duties, and responsibilities. This may also involve the idea of interdependence where a member believes that he is needed in the team as much as he needs them. Teamwork as an employability skills is characterized by being able to (1) contribute to productive working relationships and outcomes, (2) work with people of different ages, gender, race, religion or political, (3) know how to define a role in the team, (4) apply teamwork skills to a range of situations, (5) identify the strength of team members, and (6) coach, mentor and give feedback (Wels, 16 August 2013).

The advantage of having teamwork skill in the workplace is that employees are highly motivated and pessimistic in accomplishing "tasks and projects" toward the attainment of long-term goal. The success of the

company is the success of the team, while the success of the team is the success of individual members or employees ("teamwork skills" (2019).

The study of Hashim (2015) which determined the practice of technical employability teamwork skills among students, showed that the employability skill of students is high which is the result of the school's "enculturation" as part of its effort to develop employment skills of its graduates.

Problem-Solving

Problem-solving is an integral part of decision making in any company. In order to solve a problem, a person must be creative in formulating an innovative and practical solution to an issue An employee has problem-solving skills if he is able to (1) apply problem-solving strategies across a range of areas, (2) develop creative, innovative solutions, (3) show independence and initiative in identifying problems and solving them, (4) solve problems in teams, (5) apply a range of strategies to problem solving, (6) use mathematics including budgeting and financial management to solve problems, (7) test assumptions relevant to the specific situation, and (8) resolve customer concerns in relation to complex project issues (Wels, 16 August 2013).

In a practical sense, problem solving skills involved the ability to use critical thinking skills, conducting research and evaluating the information gathered in formulating solution to the problem. This also include the skills in assessing the risk of a decision in order to figure out the better solution for a particular problem (*Durham University,* 2019*)*.

Self-Management

Self-management skill refers to a person's ability to organize one's oneself and become responsible to anything that he does. This includes having the initiative to take an action without being told to, being organized, and taking the responsibility for the output ("build your self-management," 2019) Any applicant or employee must also (1) have a personal vision and goals, (2) evaluate and monitor [one's] own performance, (3) have knowledge and confidence in your own ideas and vision, and (4) take responsibility (Wels, 16 August 2013).

Planning and Organizing

The following must also be possessed by an applicant: ability to (1) understand short-term and long-term planning, (2) manage time and priorities – set timelines, coordinate tasks for [oneself] and with others, (3) take initiative and make decision, (4) adapt resources to cope with contingencies, (5) establish clear project goals and deliverables, (6) allocate people and other resources to tasks, (7) plan the use of resources including time management, (7) participate in continuous improvement and planning processes, (8) develop a vision and a proactive plan to accompany it, (9) predict –weigh up risk, evaluate alternatives and apply evaluation criteria, (10) collect, analyze and organize information, (11) collect, analyze and organize information, and (12) understand basic business systems and their relationships.

Technology

Technology skills are also important and that include: (1) have a range of basic IT skills, (2) apply IT as a management tool, (3) use IT to organize data, (4) be willing to learn new IT skills, and (4) be aware of the impact of technology on field and ensure [one's] skills are up to date (Wels, 16 August 2013).

Learning

An applicant or employee should also be observed possessing the following behaviours: (1) have enthusiasm for ongoing learning, (2) manage [one's] own learning, (3) be open to new ideas and techniques, (4) be prepared to invest time and effort in learning new skills, (5) acknowledge the need to learn in order to accommodate change, (6) be willing to learn in any setting – on and off the job, (7) contribute to the learning community at the workplace, (8) use a range of mediums to learn – mentoring, peer support, networking, information technology courses, and (9) applying learning to technical issues and people issues (Wels, 16 August 2013).

Initiative and Enterprise

This skill has to do with (1) translating new ideas into action, (2) identifying opportunities not obvious to others, (3) adapting to new situations, (4) developing a strategic, creative, long-term vision, (5) creative, (6) generating a range of options, and (7) initiating innovative solutions (Wels, 16 August 2013).

Importance of Employability Skills in the Perspective of the Employees

The study of Husain, Mokhtar, Ahmad and Mustapha (2010) explored the employability skills of engineering graduates in Malaysia through the perspective of their employers. The results of the study conducted to 180 participants shows that employers find employability as important skills needed in the workplace. The researchers used the SCANS model in the study.

In the perspective of English University or Russell Group, employers' perspective of employability skills of college graduates is important that HEIs may consider in developing its missions. Employers understand better what skills are needed in the workplace contrary to the flagships being promoted by HEIs, since its focus is more on academic and self-branding (Lowden, Hall, Elliot & Lewin, 2011).

> *"Qualifications are fine, but most employers are now looking for a more human touch."*

There was a change in the priority skills being looked for by majority of employers nowadays because of gradual change in the nature of most businesses today in which the focus shifted from "production to a service-driven economy" based on the report of Work Foundation. Also, as a general belief, hard skills can be learned but soft-skills are "inherent" according to Pugh (cited in Bachelor, June 2012).

Importance of Employability Skills among Mass Media Practitioners

The field of media and communication entails various works that may require higher soft skills such as employability skills aside from technical and professional skills. Graduates of Communication and Media may work in creative arts and culture, media and publishing and marketing advertising and public relations. Each category involved other positions depending on the person's interest. However, it could be noticed that the challenges involved in each field such as "control over own workload, amount of responsibility, and ability to control work-life balance" all require high sense of accountability. With employability skills such as self-management, problem-solving, communication and others, the employee can display resiliency and high professionalism in the workplace. Thus, for a media-based work, the following employability skills are suggested: cultural awareness, teamwork skills, creative skills, writing skills, flexibility, working to briefs, time management, communication skills, critical reflection skills, problem solving, and people skills ("media practice and employability" n.d.)

Statement of the Problem/Objective of the Study

General:
This study seeks to find out the employability skills of A.B. Communication graduates of 2010 to 2019 of Emilio Aguinaldo College-Cavite.

Specific:

1. What is the profile of the participants as to sex, year graduated, employment status, position, nature of work, and previous employments (if applicable)?
2. What is the respondents' level of competence in terms of employability skills?

a. Communication skills
b. Teamwork skill
c. Problem-solving skills
d. Self-management skills
e. Planning and organizing skills
f. Technology skills
g. Learning skills
h. Initiative and enterprise skills

Conceptual/Theoretical Framework of the Study

The study is anchored on the 'Career Life Cycle' Model which is illustrated in a slope showing the career on different stages. Reed (2010) argued that "as products have a life cycle, so do employees" (p. 125). Hence, they introduced the career life cycle as 'enthusiastic stage - challenging/learning stage - growing stage - declining stage' (p. 126). When an employee starts with a new job he feels all the excitements and energy to explore with high level of commitment. The second stage entails much challenging tasks for him and he needs to do a lot of effort to learn every facets involving his work, which later makes him feel proud for every accomplishment he gains. The third stage is a period of stability because he already gains a sense of growth in his career - being recognized for his ability and contribution in the company. The next stage in one's career is 'decline' stage. At this stage, the person finds that his skill set does not match the job market. Upon realization, the person might start again from the 'product development' stage.

The model shows how a person endeavors to develop skills that he needs in order to be relevant to the market demand. Upgrading of skills and competence is very important for a person to feel fulfilled in one's career.

Significance of the Study

The study on the employability of A.B. Communication graduates will help address some issues pertaining to the following:

A.B. Communication students will be able to receive skills enhancement or trainings that would develop their employability skills which in turn will make them more employable.

A.B. Communication teachers will be guided as to the kind of knowledge and trainings that they have to impart to their students. They can take part in co-curricular activities intended for this purpose through integration of such in the lessons and through conducting similar activities.

> **A.B. Communication Program Coordinator** will be able to accommodate other co-curricular activities in the program and institute policies that are designed to help build students' capability to handle challenging work responsibility. He may review the delivery of instruction, syllabus content, or check the objectives of the student activities.
>
> **Guidance Office** may conduct a study regarding the level of employability skills of the graduates. He can also conduct programs that address the employability problem of the graduating students.
>
> **Media and Communication Industry** will take part in identifying the competencies or skills needed by the graduates.

Scope and Limitation

The study is a descriptive type of research wherein it focuses on identifying the employability of A.B. Communication graduates through the use of a researcher-made questionnaire which contains information on the perceived employability skills in the industry, the employability skills acquired by the participants from school, and the level of their competency with regards to the identified employability skills.

Using snowball-convenience sampling technique, the researchers reached out to the graduates individually via Facebook messenger. Upon getting their consent, they were given the Google form link to access and answer the questionnaire.

METHODOLOGY

This descriptive study aims to determine the employability skills of A.B. Communication graduates of Emilio Aguinaldo College-Cavite from 2010 to 2019. It utilized a researcher-made questionnaire containing information on the perceived skills that are important in the industry.

The questionnaire was reviewed and validated by two faculty members of the BA Communication program of Emilio Aguinaldo College-Cavite who have media industry work experience. Revisions were made based on the comments and suggestions given by the validators.

The researchers started to contact individual graduates through Facebook messenger. Upon their consent, a link was sent to their messenger for them to be able to answer the questionnaire. These students were encouraged to contact other friends who were not in the messenger list of the researchers to participate in the study. Online data

gathering was conducted for one (1) week, after which, data analysis followed.

For data analysis, the researcher used frequency distribution and percentage for the profile of the participants and weighted mean for the measurement of employability skills.

RESULTS AND DISCUSSION
Profile of the Respondents

Table 1. Frequency and Distribution in terms of Age of the Respondents

The respondents who participated in the study were 21 to 30 years old, of which majority of them were 24 years old. It can be gleaned from the result that one 30 years old, 29 years old, and 28 years old have also participated which only indicates that A.B. Communication program is one of the oldest programs being offered in the college.

	Frequency	Percentage	Rank
21	3	10.71	4.5
22	1	3.57	8.5
23	4	14.29	2.5
24	8	28.57	1
25	4	14.29	2.5
26	2	7.14	6
27	3	10.71	4.5
28	1	3.57	8.5
29	1	3.57	8.5
30	1	3.57	8.5
	28	100.00	

Table 2. Frequency and Percentage Distribution in terms of Sex

	Frequency	Percentage	Rank
Male	3	10.71	2
Female	25	89.29	1
	28	100.00	

Majority of the respondents are female (89.29%). Every year, enrollment in this program is dominated by female.

Table 3. Frequency and Percentage Distribution
in terms of Year Graduated

	Frequency	Percentage	Rank
2009	0	0.00	
2010	0	0.00	
2011	2	7.14	6
2012	2	7.14	6
2013	0	0.00	
2014	1	3.57	8
2015	2	7.14	6
2016	9	32.14	1
2017	3	10.71	4
2018	4	14.29	3
2019	5	17.86	2
	28	100.00	

The respondents of the study were mostly participated by students graduated in 2016, 2018 and 2019. Based on enrollment trend, the Communication program is one of the course offerings of EAC-Cavite that yields the least number of enrollees. Also, the number tends to decline per year resulting to very few graduates.

During the conduct of the study, some of the invited participants could hardly pay attention and sought for understanding for not being able to participate as relayed in their messages. Based on the turnout of results, very few graduates were able to respond due to unavailability and/or being occupied by personal, business, career/ professional responsibilities.

Table 4. Frequency and Percentage Distribution in terms of Employment
Status

	Frequency	Percentage	Rank
Casual	1	3.57	5
Probationary	4	14.29	3
Permanent	15	53.57	1
Freelance	2	7.14	4
Others	6	21.43	2
	28	100.00	

Majority of them (53.57%) have managed to have a permanent position in the job that they are currently in. This shows that those with probationary position were just waiting to be endorsed to a permanent position. Many did not indicate their employment status considering the nature of their work such as freelance job and other online job.

Table 5. Frequency and Percentage Distribution
in terms of Employment Position

	Frequency	Percentage	Rank
Rank & file	8	28.57	2
Supervisory	3	10.71	4
Managerial	5	17.86	3
Self-employed	2	7.14	5
Others	10	35.71	1
	100	100.00	

As shown in the table, A.B.

Communication graduates landed on different positions whereas 28.57% were on the rank and file while others were able to secure higher positions such as supervisory and managerial. However, 35.71% of the respondents fall under a more unspecified employee positioning especially for those who are doing freelancing and/or online jobs.

Table 6. Frequency and Percentage Distribution in terms of Nature of Work

	Frequency	Percentage	Rank
Media-related work	10	35.71	2
Non-media related work	18	64.28	1
	28	100	

In terms of nature of work, still majority took non-media related work due to the very high competition in the media or communication industry. Those who work in media-related industry acquired varying positions such as talent developer/handler, freelance graphic artist, social media representative, account executive, digital marketing copywriter, public service coordinator, marketing assistant, and marketing manager.

Employability Skills

Table 7. Communication Skills

Communication Skills………	Mean	Interpretation
1. I speak clearly and directly in order to get me understood.	1.43	Very high
2. I listen to verbal and nonverbal messages to understand the point.	1.25	Very high

	Mean	Interpretation
3. When I write, I consider the needs of the audience or the recipient of the letter.	1.25	Very high
4. When I share information, I do it objectively to achieve the purpose of communication.	1.43	Very high
5. At times, I am assertive if that will benefit many.	1.68	Very high
6. I can use my verbal skills to persuade, negotiate, confer, arrange and agree with some activity with others.	1.43	Very high
7. I can compose and write correct formal business documents: letters, emails, memos, faxes.	1.46	Very high
8. I can create and write business reports, agenda, minutes, and so on effectively.	1.71	Very high
9. I can write creatively for a purpose, if not all at least any of the following: scriptwriting, screenwriting, short stories, and technical writing	1.61	Very high
10. I have an enthusiastic and outgoing attitude.	1.7	Very high
	1.5	Very high

With a weighted mean of 1.5, it can be said that the respondents who are A.B. Communication graduates have high level of competency in terms of communication skills. In general, they manifested more effort to their listening and writing skills (1.25) as needed highly in their job. However, as shown in the table, they have developed good communication skills in relation to their work. It can also be noticed from the result that some find writing business report or all sort of technical writing strenuous.

Table 8. Teambuilding Skill

Teamwork Skills	Mean	Interpretation
1. I contribute to productive working relationship and outcomes.	1.36	Very high
2. I can work with people of different ages, gender, race, religion or political persuasion.	1.22	Very high

3.	I can define my role in the team and I diligently do it.	1.36	Very high
4.	I can identify with the strength of team members.	1.61	Very high
5.	If needed, I coach, mentor and give feedback in order to help the team accomplish the tasks.	1.5	Very high
6.	I organize my own activities to be effective and efficient in a group or team.	1.43	Very high
7.	I deal with any difficulties in group or team activities without taking it personally.	1.61	Very high
8.	I can lead a group in a specific task or activity.	1.59	Very high
9.	I take the initiative to change, adapt or improve something.	1.64	Very high
10.	I cooperate with others in a group in order to complete a time-bound project.	1.39	Very high
		1.47	Very high

The respondents also showed very high level of teambuilding skills (1.47) which indicates that they can work well with their colleagues (1.22) in such a productive way through building healthy working relationships (1.36), doing own duties and responsibility (1.36), taking initiative to mentor (1.5), to lead (1.59), or to adapt to change for the improvement of something (1.64). The results reflected the strong skills of the graduates when it comes to creative and productive collaborations which were developed throughout their college life, whether through in-class lecture and discussions or through co-curricular exposures (campus events and production). Further, this is a manifestation of how the graduates internalized the Emilian Culture primarily its core values which are virtue, excellence, and service.

Table 9. Problem-solving skills

Problem-Solving Skills	Mean	Interpretation
1. I identify the cause of the issue by gathering important information about the problem.	1.5	Very high
2. I used to brainstorm the cause of the problem with other team members and/or more experienced colleagues.	1.54	Very high
3. I analyze the situation using the data I gathered.	1.46	Very high
4. I formulate options based on my analysis of the situation/issue.	1.46	Very high
5. I evaluate each option in terms of its pros and cons.	1.43	Very high
6. I try to identify from the options the better solution.	1.46	Very high
7. If the problem is too difficult to solve, I seek someone's help who is more capable of solving it.	1.39	Very high
8. I make sure that I understand and consider the company policies and culture before making decisions.	1.43	Very high
9. I rather course through the problem to the right person than escalating it.	1.64	Very high
10. I bear in mind the ethics in handling organizational problem.	1.39	Very high
	1.47	Very high

With a weighted mean of 1.47, it shows that the respondents have high level of problem-solving skills from identifying the cause of problem (1.5), brainstorming with team members about the cause of problem (1.54), gathering and analyzing the data (1.46), formulate options based on analysis (1.43), and so on. Problem-solving skills are important in life and in work in order to be efficient in addressing issues confronting everyday challenges. These graduates must have been prepared long before graduation because of their involvement in various organizational activities, leadership trainings and other extra- curricular activities in school.

Table 10. Self-management Skills

Self-Management	Mean	Interpretation
1. I take initiatives when necessary.	1.43	Very high
2. I have personal vision and goals that I want to achieve regarding my work.	1.25	Very high
3. I personally monitor my own performance and take necessary action to improve it.	1.36	Very high
4. I take responsibility for everything I do.	1.29	Very high
5. I am driven by deadlines and targets.	1.44	Very high
6. I am capable of managing my own workload in order to meet conflicting deadlines.	1.39	Very high
7. I can remain focused and see a project through to completion to a high standard.	1.57	Very high
8. I am able to work to given deadlines.	1.5	Very high
9. I can cope with periodic sudden increases in workload.	1.68	Very high
10. I am highly motivated and goal-oriented.	1.54	Very high
	1.44	Very high

Respondents also have very high level of self-management skills as shown in the table (1.44). Self-management simply means being organized and responsible especially in relation to work. Their habit of setting goals (1.25), monitoring their own performance (1.36), managing deadlines (1.39), managing workload stress (1.68), and taking initiatives (1.43) can make an impact in the workplace.

Table 11. Planning and Organizing

Planning and Organizing	Mean	Interpretation
1. I set timelines for every task in order to achieve each of them as planned.	1.64	Very high
2. I coordinate my work with others in order to maintain order and avoid possible hazard or problem.	1.46	Very high
3. I set clear goals.	1.5	Very high
4. I allocate people and other resources to tasks.	1.56	Very high
5. I am customer and market focused.	1.61	Very high
6. I have fantastic organization skills.	1.7	Very high
7. I prepare a to-do list every day and am committed to achieving it.	1.86	high
8. I keep my files intact and organized for efficient performance.	1.61	Very high
9. I am detail-oriented to make sure I achieve the desired output.	1.39	Very high
10. I monitor the implementation of tasks to avoid loss of control.	1.46	Very high
	1.58	Very high

Respondents have also manifested high degree of planning and organizing skills (1.58) which are needed in the competitive nature of media works. This skill is also helpful if one works in higher position or if leading a team which is normal in media industry. They showed remarkable results in specific details of the skills such as setting timelines for every task (1.64), coordinating tasks with others in the team (1.46), allocating people and resources (1.56), being focused to output (1.61), organizing files (1.61), and to monitoring and controlling the outcomes (1.46). With high commitment to the given responsibility, this skill can be developed gradually. However, it seems they are a bit hard with preparing a to-do list and in doing each of it.

Table 12. Technology

Technology	Mean	Interpretation
1. I have a range of basic Office software	1.29	Very high
2. I am aware of the impact of technology on field and ensure my skills are up to date.	1.32	Very high
3. I use technology to secure the best outcomes.	1.39	Very high
4. I am technology-friendly and has familiarity with operating a range of audio-visual equipment.	1.46	Very high
5. I have good knowledge of web technologies, content management systems and digital communication platforms and awareness of web trends.	1.54	Very high
	1.4	Very high

As young as the respondents with majority of them belonging to millennials, they are expected to be literate and highly skilled in computer technology and programs that are integral in performing their work. As shown in the table, they have knowledge of basic Office software (1.29), audio-visual equipment operation (1.46), and even of web technologies and digital communication platforms (1.54). Most importantly, they make the effort to keep updated of the latest technology (1.32).

Table 13. Learning Skills

Learning	Mean	Interpretation
1. I have enthusiasm for ongoing learning.	1.36	Very high
2. I am open to new ideas and techniques.	1.18	Very high
3. I invest time and effort in learning new skills or in improving my existing skills.	1.32	Very high
4. I continue to learn to accommodate change.	1.39	Very high

	Mean	Interpretation
5. I use a range of mediums to learn – mentoring, peer support, networking, and information technology courses.	1.39	Very high
6. I try to improve my knowledge through reading.	1.29	Very high
7. I find ways to learn from my mistakes.	1.25	Very high
8. I try to learn from people I work with.	1.18	Very high
9. I am optimistic whenever I am being corrected.	1.46	Very high
10. I apply what I learn to technical issues and people issues.	1.36	Very high
	1.32	Very high

For respondents who face many challenges in their work, they understand the value of learning. With that, they develop the skills of life-long learning (1/36) in order to keep updated (1.18), to learn new skills (1.32), and to adapt to change (1.39). This learning skill is through reflecting from mistakes (1.25), through learning from people (1.18) and mentors (1.39), and from reading (1.29). Learning becomes a skill when it is applied to various issues in work (1.36).

Table 13. Initiative and Enterprise

Initiative and Enterprise	Mean	Interpretation
1. I act on situation/problem without being told to do.	1.61	Very high
2. I can see opportunities not obvious to others.	1.56	Very high
3. I can easily adapt to new situations.	1.43	Very high
4. I generate a range of options before making any decisions.	1.46	Very high
5. I work hard to see change happening for a better outcome.	1.43	Very high

6.	I see problems as an opportunity to make improvements in the work setting.	1.5	Very high
7.	I am challenged to think innovative ideas when confronted with competition.	1.42	Very high
8.	I am persistent in overcoming difficulties that hinder me from achieving my goals.	1.46	Very high
9.	I would rather act than overthink.	1.81	High
		1.58	Very high

The result shows that respondents have high initiative and enterprise skill (1.58) which makes them more of a team leader and a good team player. They can see opportunities (1.56) for improvement (1.5) even from competition (1.42) and difficulties (1.46). So, they tend to act on problems on their own (1.61), become persistent (1.46) and adapt to new situations (1.43). However, many tend to overthink a bit before acting on the problem.

Table 14. Employability Skills

Employability Skills	Weighted Mean	Interpretation
Communication Skills	1.5	Very high
Teamwork Skills	1.47	Very high
Problem-solving skills	1.47	Very high
Self-management skills	1.44	Very high
Planning and Organizing skills	1.58	Very high
Technology skills	1.40	Very high
Learning skills	1.32	Very high
Initiative and Enterprise skills	1.58	Very high

Overall, the respondents have developed employability skills or soft skills that make them highly employable. In this table, it can be noticed that respondents have given more attention to learning of skills and knowledge that they need to become more competent in the workplace. Also, among the skills, planning and organizing is a bit low showing that it is less observed compared to other skills.

Conclusion

Based on the results gathered from a number of respondents, it can be construed that the program is relatively successful in producing highly employable graduates. The curriculum design, activities, and other learning opportunities provided within the four-year duration of the entire course outline could be surmised as indicative of the competencies gained by the graduates.

The different employability skills such as communication, problem-solving, and learning skills could have been developed by specific course offerings in the program which enabled students to investigate, problematize, and theorize various communication situations and scenarios. Such communication courses paved the way to a more critical and analytical way of seeing and responding to the things that are happening around them. As pointed out by Wels (2013), the ability to share and negotiate ideas or arguments are some of the benchmarks of communication competency.

Further, open discussion and presentation opportunities given in class or even in campus wide activities served to prepare these graduates to exhibit learning and problem-solving skills. They learned to accommodate meaningful inputs, rationalize, and even strategize in order to address concerns at hand. As a result, they were able to respond to the more challenging expectations in the workplace.

With regards to other skills such as teamwork, self-management, planning, organizing, initiative, and enterprise as well as technological, it can be attributed to the inherent nature of the program which heavily banks on collaboration. Students of this program have been exposed to several group activities and production assignments ranging from classroom projects up to institutional events. With this, the above-cited skills were slowly developed through a more applied and practical manner.

Since they have been oriented to produce content, organize, and coordinate activities and events, they have been acquainted to planning and management. They were fully exposed to deadlines and pressures; hence they were able to internalize the importance of self-management (Wels, 2013). Initiative and enterprise skills on the other hand can be associated not only with the theoretical and practical learnings gained from professional courses such as RTV production, advertising, public relations or marketing among others, but also with the common understanding that as forerunners of communication, all produced outputs should be of value—something that could impact positive changes to the community.

In addition, technology is inevitably central in the course of their study of communication. Not only that communication students were taught on

how to approach these technological advancements critically, but they were also trained to utilize various tools and gain technical know-hows in order to produce more meaningful and impactful content. They have become adept to changes and industry trends (Wels, 2013) especially since they have been exposed to media management processes from pre to post production.

In sum, it can be argued that the graduates perceived themselves employable since they gained a holistic learning experience -- through the default in-class lecture-discussions and participation to co-curricular activities. This inherent design of the program is seen to have relative effective outcomes in terms on how graduates perform and excel in the workplace.

Recommendations

The current research undertaking serves to be a basis of interventions related to the BA Communication program which serves to prove its significance. One key recommendation based on the results will be the continuous reinforcement of the program curriculum (in reference to CHED memorandum order) through regular monitoring and consultations on course syllabus content and execution, outline of exposure activities (internal or external), organizational affiliations and linkages. These can help continually strengthen the program, thus producing more highly competitive and employable graduates not only for non-media related jobs but more so for industry-related ones. This could then address the issue on job mismatch or underemployment.

Further, the researchers acknowledge its theoretical, methodological, and practical limitations. Hence, future researchers can expand and/or supplement this study by exploring a more phenomenological approach and method in understanding the graduates' lived experiences after college or in the workplace. This could offer meaningful insights on how the graduates reflect on the things they learned in school and how they used such learnings to survive the 'real' world. Additionally, narratives that can be obtained through interviews and/or focus group discussions could also substantiate the current findings by means of delving into the workplace integration processes or stages experienced by the graduates.

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EXPERIENCES OF WOMEN WITH POLYCYSTIC OVARY SYNDROME: Basis for enhancing Health Development Program in Health-Related Community Courses

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KEYWORDS:	Abstract
• Polycystic Ovary Syndrome • Disorder • Chronic • Metabolic	**Abstract.** Polycystic Ovary Syndrome has been one of the numerous impacts of pressure in ladies' lives. It might continue to specific causes on Physical, Psychological, and Social measurements in the event that one turns out to be determined to have this illness. This material was set up to draw a few learnings from the individuals who experience Polycystic Ovary Syndrome. The lived encounters of the picked members were painstakingly investigated through topical examination where superordinate subjects definite the impressions of the patients and furnished productive responses to the worries the specialists had considered. This material utilized an Interpretative Phenomenological Analysis and accumulated essential perspectives utilizing interviews with most elevated secrecy of the members' accounts and foundations. The scientists cleared an approach to see more the sufferings and difficulties confronted each and every day by the patients. The creators energetically prescribe this to individuals who have known patients and associated patients with Polycystic Ovary Syndrome. Furthermore, through the discoveries and ends demonstrated and investigated by the authors of this exploration, the worries on this issue might be aggregately replied.

EXPERIENCES OF WOMEN WITH POLYCYSTIC OVARY SYNDROME: Basis for enhancing Health Development Program in Health-Related Community Courses

INTRODUCTION

PCOS is a hormonal disorder common among women of reproductive age. Women with PCOS may have infrequent or prolonged menstrual periods or excessive hormone levels such as androgen that is present in both male and female. It is one of the most common causes of female infertility, affecting an estimated 5 million women. World Health Organization (WHO) estimates that PCOS has affected 116 million women (3.4%) worldwide in 2012. Globally, prevalence estimates of PCOS are highly variable, ranging from 2.2% to as high as 26%.

Polycystic ovary syndrome (PCOS) is a heterogeneous endocrine disorder with variable prevalence, affecting about one in every 15 women worldwide. The diagnosis of polycystic ovary syndrome requires at least two of the following criteria: oligoovulation and/or anovulation, clinical and/or biochemical evidence of hyperandrogenism and morphology of polycystic ovaries. Women with PCOS appear to have a higher risk of developing metabolic disorders, hypertension and cardiovascular disorders (de Andrade, et al., 2016)

Polycystic ovary syndrome (PCOS) affects the reproductive, metabolic, and psychological health of 6 to 18% of women worldwide. Emotional distress is common for women with this stigmatizing disorder. It has significant and diverse clinical consequences including reproductive, metabolic, and psychological relative incidence. PCOS is the cause of up to 30% of infertility in couples seeking treatment. There have been several studies observing the role of socio-economic status (SES) and unhealthy behavior, including smoking, poor diet, and lack of exercise.

It is unclear how women with PCOS experience symptoms of this syndrome. Moreover, chronic disease itself is a risk factor for depressive disorders and decreased quality of life. Many of the PCOS features, such as menstrual irregularities, difficulties in conceiving, and problems with physical appearance (eg, acne, hirsutism, excess weight, body shape, etc), intensify self-dissatisfaction and perceived lower quality of life. This links to a high prevalence of depressive symptoms and anxiety among PCOS patients, which in some cases, appears significantly increased when compared with either weight-matched or aged-matched healthy women.

According to Nasiri (2014), PCOS is a heterogeneous disorder and its main symptoms not only affect the physical health, but also decrease psychological, emotional, and cognitive wellbeing. In women with PCOS, the feeling of humiliation and shame prevails in their interpersonal and social relationships. It is better to pay more attention to dramatic effects of this disorder on different health dimensions and consider its hidden effects in terms of providing health services.

The researchers want to determine the experiences of women with PCOS, that will help them create program to improve the quality life of these women. The result of the study will be the basis of enhancing health development program in health-related community courses.

Statement of the Problem

This study seeks to determine experiences of women with polycystic ovary syndrome

1. What are the lived experiences of women diagnosed with PCOS condition in terms of:
    1.1 physical;
    1.2 psychological; and
    1.3 social dimensions

Objectives of the Study

To explore the lived experiences of women with PCOS, how the diagnosis affects the physical, psychological & social dimensions of woman's life.

Theoretical and/or Conceptual Framework

According to Finsterbusch (1982), Psychological impact theory has two strands most relevant to SIA: stress and life satisfaction theories. Stress theory describes the process whereby environmental events or forces threaten an individual's well-being and the individual responds. The threatening event is the stressor and the response is coping behavior which, if successful, leads to adaptation and/or adjustment and, if unsuccessful, leads to additional coping efforts. If the stress condition continues for a long enough time without relief it can lead to physical or mental disorders.

Significance of the Study

This study will be beneficial to the following:

Health worker.   The result of the study will provide them additional knowledge to create programs for prevention or reduce causes of emotional or psychological problems among women with PICOS.

Women with PICOS. this study may help them move in a way that brings life a deeper sense of meaning, fulfillment, exploring how it influences their doing and inspires others to do the same.

Family members.   To obtain knowledge in determining experiences of women with PICOS and to give emotional and psychological support to those with this disorder.

Future Researcher.   Results of this study may be used as a reference, to enhance more of their understanding about experiences of women with PICOS. It may help in the prevention or to reduce problems of women with PICOS. Once the facts are assembled, the future researcher maybe helped to define PICOS problems and may decide which problems warrant concerted action.

Scope and Limitation

The participants of the study are single women of reproductive age diagnosed with PCOS. Their lived experiences will be used to better understand the impact of the diagnosis to the context of their physical, psychological and social life.

This study focuses on the lived experiences of women with PICOS. Subjects are 5 females single on their reproductive age. Their age is ranging from 15 to 45 years old. Informed consent will be given first to them prior to data collection.

This introduces issues such perhaps a lack of willingness to report having PICOS (stigma) and a follow up guided interview (Confidentiality with respect to respondents will be ensured and prioritized).

The output of this study is the basis of development of educational program. The issue of self-report is very important wherein the respondents experiencing infertility or not in good relationship with her husband are willing to accept or convey the result of having such experiences. The data will be gathered from May to June of 2020.

Definition of Terms (Conceptual and/or Operational)

Causes - A person or thing that gives rise to action, phenomenon or a condition.

Consequences - The result or effect of a particular condition/situation often bad or not convenient among male and female retired professionals.

Polycystic ovary syndrome - Is a hormonal disorder common among women of reproductive age which causes infrequent or prolonged menstrual periods or excess male hormone (androgen) levels.

Physical dimension – It is the assessments of changes in the ability of woman to carry out daily tasks, achieve fitness, body image and generally to practice positive lifestyle habits.

Psychological dimension – It is the assessments of changes in the ability of woman to manage stress and to express emotions appropriately, involves the ability to recognize, accept, and express feelings.

Social dimension – It is the assessments of changes in the ability of woman to interact successfully with people and within the environment.

Related Community Health Courses – These are courses included in the Nursing and Midwifery Program with theory and related learning experiences component.

Health Development Program – These are activities that will focus on health promotion, disease prevention and or early detection through screening and other tests.

Polycystic Ovarian Syndrome (PCOS) - is a condition that affects women worldwide. A woman's reaction to PCOS is affected by many factors. Previous researches on PCOS have focused on different contexts such as quality of life and treatment modalities.

Review of Related Literature/Synthesis

Polycystic ovary condition (PCOS) influences the regenerative, metabolic, and mental soundness of 6 to 18% of ladies around the world. The effect of way of life is ineffectively perceived in exploration and practice. This thesis expects to explain how dietary admission, actual action, and mental prosperity identify with the variety of manifestations and attributes of PCOS. Strategies Women determined to have PCOS were contrasted with ladies without PCOS with subfertility in four observational examinations. Information gathered included: dietary admission, actual action, mental prosperity manifestations (melancholy, nervousness, stress, and personal satisfaction), anthropometrics, metabolic and regenerative hormonal

measures. A convention for a randomized controlled preliminary including a way of life mediation is introduced (Cutler, 2019).

Some perceived the estimation of physical and mental prosperity (counting the significance of confidence) and looked to accomplish both. They perceived idle potential (e.g., to be moms) and tried to acknowledge it, and they were driven by an ethical basic to be fit enough to think about relatives. Others were driven by the weights of the more extensive culture (regularly disguised) to accomplish a worthy actual appearance, raising issues of body cognizance, and self-target Mindfulness is the act of deliberately focusing on one's musings, feelings, and body. Little, nonrandomized concentrates in non-PCOS populaces have demonstrated that care based pressure decrease programs lessen pulse, glucose levels and irritation because of changes in mind movement that emphatically influence the autonomic sensory system and HPA pivot (179-181). These progressions could be useful for ladies battling with actual side effects related with PCOS, for example, heftiness, anovulation, and fruitfulness, just as mental indications, for example, melancholy, uneasiness, and stress. (Cutler, 2019).Physical activity can have a positive effect on mood, particularly low to moderate intensity aerobic activity. For example, reports indicate that when women walk more than 7500 steps a day, the prevalence of depression is reduced by half 87 (292). Another study showed that walking 10,000 steps a day could lower depression, as well as anxiety and anger, in overweight individuals (293). Therefore, the second aim was to determine if the amount of daily physical activity can explain poor psychological health outcomes in women with PCOS (Cutler, 2019).

Polycystic ovary syndrome (PCOS) is variously reported to affect between 5% and 26% of reproductive age women in the UK and accounts for up to 75% of women attending fertility PCOS is diet and lifestyle interventions. However, optimal dietary guidelines are missing, with very little research having been done in this area. This paper presents the findings from a qualitative study (using semi structured interviews) of ten obese women who had PCOS and who had used Lighter Life Total (LLT), a commercial weight loss program which utilizes a very low-calorie diet in conjunction with behavioral change therapy underpinned by group support. We investigated the women's history of obesity, their experiences of other diets compared with LLT, and the on-going impact that this has had on their lives. Findings show that most women reported greater success using this weight loss program in terms of achieving and maintaining weight loss when compared with other diets. Furthermore, all the women nominated LLT as their model weight loss intervention with only a few modifications (Love, 2016).

Polycystic ovary syndrome (PCOS) is one of the most common endocrine disorders in women during their reproductive years. Although the exact etiology of PCOS is not well recognized, it is a hormonal disturbance accompanied by increased androgen and decreased function of reproductive system. In fact, PCOS is a multifactorial disorder caused by the interaction between genetic and environmental disturbances. PCOS can lead to various complications including obesity, metabolic disorders, cosmetic problems, infertility, uterine and cervical cancers, and psychological disorders.

Research on PCOS has primarily focused on its etiology and clinical characteristics and less on the psychosocial aspects of human development associated with PCOS.

<u>The physical effects of Polycystic Ovarian Syndrome as experienced by Women diagnosed with (PCOS)</u>

A qualitative study on the Experiences of Women affected by Polycystic Ovary Syndrome (Nasiri, et. al, 2014) revealed that the experiences of the majority of participants showed feeling inconvenienced due to the effect of physical signs of this syndrome such as obesity, hirsutism, hair loss, acne, menstrual disorders, infertility, ovaries full of cysts, and impaired general health subjects.

Most of the women were concerned about the infertility problem as more important than the other physiological symptoms. The majority of women with PCOS experienced weight-related problems including difficulty in losing weight, constantly fluctuating weight, and unexplained weight gain. Weight problems were described as having the most negative impact on their social and emotional well-being.

The majority of women with PCOS had good general health, but some women had sleep disorders, fatigue, low energy, and feeling unwell. Some women mentioned that their major problem was hirsutism but a few regarded the menstrual dysregulation more important than hirsutism.

On the effects of this syndrome on self-perceived physical attractiveness, a few of the participants think that hirsutism and acne have a negative impact on themselves. In addition many of these women view themselves different from their peers in terms of energy and freshness.

In yet another study on women's experiences in living with PCOs, Williams, et al (2015) through Skype interview found out that the participants experienced a variety of symptoms including hirsutism, obesity, acne and infertility. They also suffered from other conditions, both physical and psychological. Several participants describe the changing

nature of their PCOS symptoms and their inability to predict how their condition will change over their lifetime.

Six of the participants out of ten discussed how they lived with other physical conditions as well as their PCOS. These conditions were varied and include migraines, IBS, hypermobility syndrome, hypothyroidism, adrenal fatigue and fallopian tube obstruction. Their stories demonstrate how women with PCOS may struggle to live with other debilitating conditions in addition to PCOS. This suggests that women with PCOS and a co-morbid condition may find it difficult to cope, particularly at the time of diagnosis of the additional condition

Pain- and discomfort-related symptoms accounted for the highest proportion of patient expressions, according to the study of Martin, et al (2017). The most frequently expressed individual symptoms were cramping, irregular menstruation, facial hair growth, heavy bleeding, infertility, and bloating

The psychological effects of Polycystic Ovarian Syndrome as experienced by Women diagnosed with (PCOS)

Women do not have any pain with this syndrome, but there are many emotional and mental problems that accompany it. Nasiri, et al (2014) found out in their study that the experience of participants included low self-confidence, feeling the shame and embarrassment, feeling humiliation and inferiority towards peers, and feelings of weakness and abnormality. With respect to the cognitive dimension, the experiences of participants included intellectual engagement, poor concentration, and feeling inability in solving the problems and planning.

A study on life course perspectives on PCOS, (Sanchez, 2014) found out that women with PCOS express frustration at not knowing if or when they will get their period and the planning of activities around menstruation. The absence of menstruation, in particular, tends to be an upsetting experience that women perceive as "unfeminine". While lifestyle changes, medication, and hormone treatment can aid in regulating menstruation, there are psychosocial issues that pose challenges to health that include embarrassment discussing menstrual problems, fear of weight gain associated with contraceptives, and women's perceptions that contraceptives produce "artificial" periods and "fake" femininity.

Six out of ten participants in the study of Williams, et.al (2015) reported suffering from depressive symptoms including self-harm and suicidal ideation. Further, it was revealed that their depression either results from their condition or is aggravated by it. Two participants from their study

even reported that they had or do self-harm particularly when there is a hormonal charge.

Research by Mansson et al. as cited by Williams, et a l(2015) has found that suicide attempts were higher in women with PCOS than age-matched controls; lifetime suicide attempts were seven times more common for women with PCOS than controls.

The impacts most frequently reported by patients with PCOS related to emotional well-being (e.g. anxiety/stress) and coping behaviors (e.g. acne medication, hair removal), Martin et al (2017)

<u>The social effects of Polycystic Ovarian Syndrome as experienced by Women diagnosed with (PCOS)</u>

Another experience of women with PCOS, which was highly repeated, was the reduction of interpersonal and social interaction and inappropriate reaction of society towards the side effects of PCOS, Nasiri (2014). In addition, some women prefer to be alone to avoid the feelings of tension and resentment when in other people's company.

Another study on life course perspective On PCOS (Sanchez, 2014) views lives as interdependent and linked through social networks and relationships. In adolescence, PCOS-related symptoms such as acne can lead adolescents with PCOS to "stay home and hide", obesity can limit involvement in sports and other activities, and perceptions of unattractiveness can affect dating and peer relationships. Menstrual problems can also affect interaction with peers. Women with PCOS also report that hirsutism negatively affects their perceptions of attractiveness, sexual relationships, and ability to make social contacts. Lack of understanding about PCOS on the part of partners can negatively affect relationships over time.

The research also revealed that while some family members, particularly mothers, can be a source of support for young women with PCOS, some adolescents and young women with the condition do not receive the support they need from their caregivers, particularly when those caregivers perceive them as having full control of their bodies and become frustrated with their inability to lose weight.

METHODOLOGY

Research Design

The researcher used Interpretative Phenomenological Analysis as the design. This design focuses on obtaining the descriptions of the subjects' or respondents' lived experiences either in writing or through interviews. Barrot (2017) emphasized that Interpretative Phenomenological Analysis is to understand the lived experiences of the participants.

Research Participants/Respondents/Sources of Data

The respondents were 5 women of reproductive years with PCOS. Those with disorder will be given survey questionnaire to determine their demographic profile, causes of their emotional and psychological problems related to their PICOS and consequences of having PICOS and then a follow up interview (guided interview). The respondents were asked about their experience of living with PCOS, also the length of time since diagnosed with PCOS, symptoms, their lifestyle and other activities.

Sampling Technique

The target population were female of reproductive years with PCOS and their age ranging from 15 T0 45 years old. Purposive sampling was used to select 5 subjects based on certain qualities for purposes of this study. The subjects are cases that provided data to answer research questions. Cristobal (2017) suggested that a qualitative research can only have 3-5 participants on its context because the main concern lies on the quality of story.

Data Gathering Procedure

The researcher asked a letter of permission from Ethical Review Committee at EAC - Cavite o allow the researchers to conduct the study. A consent for the participants is given first prior to gathering information. The respondents were requested to answer survey questionnaire to determine their living experiences with PICOS, such as their emotional and psychological problems link to their PICOS and consequences of having PICOS it takes about 25 to 35 minutes for each respondent as probing and obtain additional information needed to the study.

The voluntary participation of the respondents in the research was considered. They have rights to withdraw from the study at any stage if they wish to do so. The researcher will provide them sufficient information about the study, ensure that words or concepts they did not understand will be explained properly and allowing them to ask questions at any time they want. Anonymity of the research participants and protection of their privacy will be ensured. Informed consent will be obtained from them prior to the study. The researcher provided them sufficient information and to understand the implications of their participation. Offensive, discriminatory or other unacceptable language will be avoided. Confidentiality of the research data was ensured and respect for the dignity of participants was prioritized.

Research Instrument(s)

The instruments used were questionnaires for pre-interview phase and guided interviews. The respondents were asked the questions related to the phenomenon they are experiencing. The instrument was adopted and modified by the research from the International Evidence-based guideline for the Assessment and Management of Polycystic Ovary Syndrome in 2018. Ergo, the checking of its validity is ensured by the above-mentioned.

Data analysis

The data gathered was transcribed and analyzed. According to Cristobal (2017), Thematic Analysis is a process of analyzing the data by grouping them according to themes, either evolved directly from the research questions or preset, or naturally emerge from the resulting data. The researchers will use thematic analysis to apply sub themes, themes, and super ordinate themes.

Ethical Consideration

This section should include the decision of the Institutional Ethics Review Board whether the research study went to a review process or exempted in a review process. Clearance number, if possible, given by the IERB should be indicated on this section.

OVERTHINKING	IN-VIVO STATEMENT	SOURCES
HOPELESS	*"I… often feel that I am a hopeless…case po"*	Pg. 2 Line 11-12
DEFOCUSED	*"Ano po, I sometimes feel na hindi ako focused"*	Pg. 2 Line 13
NERVOUS	*"Kadalasan hindi ko maiwasang magisip"*	Pg. 2 Line 15
WORRYING	*"I just feel na hindi ako po okay"*	Pg. 3. Line 17
CONFUSION	**IN-VIVO STATEMENT**	**SOURCES**
HURT	*"I sometimes look at the mirror and feel unhappy"*	Pg. 3 Line 19-20
DISGUST	*"Oftentimes I look at myself and see if the changes are visible"*	Pg. 3 Line 22
FEARFUL	*"Nag wo-worry po about tomorrow"*	Pg. 3 Line 23-24
ANXIOUS	*"I get easily depressed by simple things"*	Pg. 3. Line 25
DISCONTENT	*"I am always wanting food"*	Pg. 4 Line 27
DISTANT	**IN-VIVO STATEMENT**	**SOURCES**
SECRETIVE	*"Lagi po akong sinasabihan na change of lifestyle lang yan, papaya ka ng family ko"*	Pg. 5 Line 31-32
ALOOF	*"Sa friends ko okay lang, sa family hindi"*	Pg. 5 Line 34
LOSS OF CONDIFENCE	*"I am not confident anymore around people"*	Pg. 5 Line 37
INACTIVE	*"Hindi po ako active eh..so wala po"*	Pg. 5 Line 39

RESULTS

Data Presentation (Textual, tabular and/or graphical)

Table 1. Participant No. 1: Firsty

The summary table shown above was the interview of participant 1 a.k.a Firsty. There are three themes used in the table which are **Overthinking, Confusion, and Distant.**

The first theme is **OVERTHINKING** that shows the meaningful context of participants suffering from this disease. Under this theme, **HOPELESS, DEFOCUSE, NERVOUS**, and **WORRYING** were seen to be the sub-themes.

The second theme is **CONFUSION**. The participant is confused with the body and mental changes she experiences. Under this theme, there are five sub themes, **HURT, DISGUST, FEARFUL, ANXIOUS, AND DISCONTENT.**

The last theme is **DISTANT.** This part intensifies the feelings of the participant in socializing. Under this, there are four sub-themes, **SECRETIVE, ALOOF, LOSS OF CONFIDENCE, AND INACTIVE.**

UNPRODUCTIVE	IN-VIVO STATEMENT	SOURCES
LOW-SPIRITED	*"Palagi po akong wala sa mood"*	Pg. 8 Line 42
UNINTERESTED	*"Kadalasan po hindi ko na nagagawa yung mga bagay na dati ko naming ginagawa"*	Pg. 8 Line 44
NEVER-WRECKING	*"Sometimes, bigla nalang akong kakabaha ng walang anu-ano"*	Pg. 8 Line 45
WORRISOME	*"Madalas po talaga feeling ko takot ako sa mga mangyayari"*	Pg. 8. Line 47
UNHAPPY	**IN-VIVO STATEMENT**	**SOURCES**
SORROWFUL	*"I am obese, and I got so many fats and I have a lot hair"*	Pg. 9 Line 52
SELF-APPRECIATION	*"I Learned to love myself"*	Pg. 9 Line 54

ANXIETY	*"My hair is thinning, and I have an oily skin and acne."*	Pg. 9 Line 55
IN PAIN	*"They tease me that I'm fat"*	Pg. 9. Line 57
SATISFIED	*"I am satisfied with the way I eat"*	Pg. 9 Line 58
CALM	**IN-VIVO STATEMENT**	**SOURCES**
ENSURED	*"Supportive po ang family ko sa akin"*	Pg. 10 Line 63
TIRED	*"Pakiramdam ko po lagi akong pagod at kailangan ng pahinga"*	Pg. 10 Line 65
FAIR	*"I never experience inequality about my current experience"*	Pg. 10 Line 68
SILENT	*"I am quiet about church activities."*	Pg. 10 Line 69

Table 2. Participant No. 2: Twotsy

The summary table shown above was the interview of participant 2 a.k.a Twotsy. There are three themes used in the table which are **Unproductive, Unhappy, and Calm.**

The first theme is **UNPRODUCTIVE** that shows the change in behaviour of the participant suffering from this disease toward her undertakings. Under this theme, **LOW-SPIRITED, UNINTERESTED, NEVER WRECKING, AND WORRISOME** are the sub-themes.

The second theme is **UNHAPPY**. The participant is unhappy with the entire experience she must go through with this illness. Under this theme, there are five sub themes, **SORROWFUL, SELF-APPRECIATION, ANXIETY, IN PAIN, AND SATISFIED.**

The third theme is **CALM.** This shows that the participant is taking everything in a slow pace. Under this, there are four sub-themes, **ENSURED, TIRED, FAIR, AND SILENT.**

HYSTERICAL	IN-VIVO STATEMENT	SOURCES
FEARFUL	*"Natatakot po talaga ako.. palagi"*	Pg. 13 Line 71
LOSS OF INTEREST	*"Wala na po sana akong gusting gawin pa"*	Pg. 13 Line 73
INTENSE	*"Sometimes, I just feel I am hopeless"*	Pg. 13 Line 75
UNCONTROLLED	*"I cannot do things I used to do anymore"*	Pg. 13 Line 76
OBSERVANT	**IN-VIVO STATEMENT**	**SOURCES**
SELF-PITY	*"I have acne all around my face"*	Pg. 14 Line 79
LOSS OF SELF-ADMIRATION	*"I am not really an attractive person"*	Pg. 14 Line 82
CONSCIOUSNESS	*"I can observe the thinning of my hair"*	Pg. 14 Line 83
CHANGES	*"My hair grows sa may upper lip po"*	Pg. 14. Line 84
SATISFIED	*"I am satisfied naman po"*	Pg. 14 Line 85
ENIGMATIC	**IN-VIVO STATEMENT**	**SOURCES**
MYSTERIOUS	*"Hindi po alam ng family and friends ko"*	Pg. 15 Line 88
FLEXIBLE	*"kaya naman pong mag adjust sa tingin ko sa sarili"*	Pg. 15 Line 90
NAÏVE	*"I have never experienced it"*	Pg. 15 Line 91
TIME LIMITATION	*"Have no time po eh"*	Pg. 15 Line 92

Table 3. Participant No. 3: Thirdy

The summary table shown above was the interview of participant 3 a.k.a Thirdy. There are three themes used in the table which are **Hysterical, Mysterious, and Enigmatic.**

The first theme is **HYSTERICAL** that indicates that the participant is overwhelmed with the prevailing changes. Under this theme, **FEARFUL, LOSS OF INTEREST, INTENSE, AND UNCONTROLLED** are the sub-themes.

The second theme is **OBSERVANT**. The participant is observing the impacts of this illness to her body and the people around her. Under this

theme, there are five sub themes, **SELF PITY, LOSS OF SELF-ADMIRATION, CONSCIOUSNESS, CHANGES, AND SATISFIED.**

The third theme is **ENIGMATIC.** This represents that the participant is still figuring out the mysterious changes she anticipates from this story. Under this, there are four sub-themes **MYSTERIOUS, FLEXIBLE, NAÏVE, AND TIME LIMITATION.**

TERRIBLE	IN-VIVO STATEMENT	SOURCES
AWFUL	"Natatakot po ako sa pangangak sympre po dalaga ako"	Pg. 17 Line 101
DREADFUL	"I always feel like I don't want to start something"	Pg. 17 Line 103
FORCEFUL	"I can feel my nerves kadalasan"	Pg. 17 Line 104
UNINHIBITED	"Lagi po akong nagwoworry talaga"	Pg. 17 Line 105
SHARP-EYED	**IN-VIVO STATEMENT**	**SOURCES**
SELF-INDULGENCE	"Grabe po talaga yung weight ko"	Pg. 17 Line 106
OVERTHINKING	"I have so many what ifs"	Pg. 17 Line 107
AWARENESS	"I am aware that my hair is thinning"	Pg. 18 Line 109
VARIATIONS	"unfitting of responsibility"	Pg. 18. Line 110
UNSATISFIED	"I am not satisfied"	Pg. 18 Line 111
PUZZLING	**IN-VIVO STATEMENT**	**SOURCES**
SHADOWY	"Hindi ko din pinagsasabi"	Pg. 18 Line 112
SECRITIVE	"I don't share my story"	Pg. 18 Line 113
UNDERSTANDING	"Naiintindihan ko naman if may mga ganung tao"	Pg. 18 Line 114
ACTIVE	"Ever since active ako sa church at pinagdadasal nila ako"	Pg. 18 Line 115

Table 4. Participant No. 4: Fourthy

The summary table shown above was the interview of participant 4 a.k.a Fourthy. There are three themes used in the table which are **Terrible, Sharp-eyed, and Puzzling.**

The first theme is **TERRIBLE** that shares that the participant is with great emotion having the concern disease. Under this theme, **AWFUL, DREADFUL, FORCEFUL, AND UNHIBITED** are the sub-themes.

The second theme is **SHARP-EYED**. The participant is conscious of the aftermath of this. Under this theme, there are five sub themes, **SELF-INDULGENCE, OVERTHINKING, AWARENESS, VARIATIONS, AND UNSATISFIED.**

The third theme is **PUZZLING.** This shares that the participant is somewhat secretive with the illness she has. Under this, there are four sub-themes **SHADOWY, SECRITIVE, UNDERSTANDING, AND ACTIVE.**

DISORDERED	IN-VIVO STATEMENT	SOURCES
WEAKEN	"*Syempre na depress din Once na marinig mo na may PCOs ka ay baka di na ako mag karon ng anak di ba yun yung usually na problem.*"	g. 19 Line 120
FEARFUL	"*syempre nakatakot tlga ako*"	Pg. 19 Line 122
CALM	"*hindi nman*"	Pg. 19 Line 123
DEFOCUSED	"*Sometime I feel restless and tired*"	Pg. 20 Line 124
ANXIOUS	**IN-VIVO STATEMENT**	**SOURCES**
OBSERVANT	"*Oo sobra nung di pa kase ako na didiagnose, may mga nag sasabi na sakin na an taba taba ko. Muka daw ang dame ko ng anak yung mga ganun bang puna ng tao. Sobra syepre masakit din yun.*"	Pg. 20 Line 125

WORRISOME	*"Yes, ngayon po kase nag Diane Pills ako, kaso tinigil ko kase nung lock down, medyo parang nagkaproblem ako kase 6 days na lng yung nagging duration ng mens ko."*	Pg. 21 Line 126
OVERTHINKING	*"Ay opo nag lalagas yung hair ko at tinutibuan din ako ng mga hairs sa ibang opart ng katawan, Yung pimples ko naman super lumala kaya talagang nag pa check up na ako."*	Pg. 22 Line 125
CONSCIOUS	*"Ay opo, sobra po akong nalulungkot. Dahil kahit anong diet ko wala pa rin sobrang hirap tlga kahit anong gawin ko ganu pa din."*	Pg. 23. Line 126
DISCONTENTED	*"Hindi Mahirap mag diet (laughs)"*	Pg. 23 Line 127
GRATEFUL	**IN-VIVO STATEMENT**	**SOURCES**
FULFILLED	*"Sobrang support nila, kapag may nararamdaman ko, sabi nila ituloy ko lng daw yung reseta, nakatulog din mga friends ko"*	Pg. 24 Line 128
ACCEPTANCE	*"Hindi namn po mahirap para sa amin maayos pa din"*	Pg. 24 Line 129
OPEN MINDED	*"Syempre hindi po ako nakaranas pero kung meron man ok lang din"*	Pg. 24 Line 130
INACTIVE	*"Sa ngayon hindi po ako active"*	Pg. 18 Line 131

Table 5. Participant No. 5: Fify

The summary table shown above was the interview of participant 5 a.k.a Fify. There are three themes used in the table which are **DISORDERED, ANXIOUS, AND GRATEFUL.**

The first theme is **DISORDERED** that shares that the participant is unstable with her emotions. Under this theme, **WEAKEN, FEARFUL, CALM, and DEFOCUSED** are the sub-themes.

The second theme is **ANXIOUS**. The participant is anxious to a lot of possibilities brough by this phenomenon. Under this theme, there are five sub themes, **OBSERVANT, WORRISOME, OVERTHINKING, CONSCIOUS**, and **DISCONTENTED.**

The third theme is **GRATEFUL.** This shares that the participant is grateful for all the support she has receiving from her family and friends. Under this, there are four sub-themes **FULFILLED, ACCEPTANCE, OPEN MINDED, and INACTIVE**

THEMES	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
STRESSED	Pg. 2 Line 11-12 Pg. 2 Line 13	Pg. 8 Line 42 Pg. 8 Line 44	Pg. 9 Line 52 Pg. 9 Line 54	Pg. 17 Line 101 Pg. 17 Line 103	Pg. 19 Line 120 Pg. 19 Line 122
DISORGANIZED	Pg. 3 Line 19-20 Pg. 3 Line 22	Pg. 9 Line 52 Pg. 9 Line 54	Pg. 14 Line 79 Pg. 14 Line 82	Pg. 17 Line 106 Pg. 17 Line 107	Pg. 20 Line 125 Pg. 21 Line 126
UNSTABLE	Pg. 5 Line 31-32 Pg. 5 Line 34	Pg. 10 Line 63 Pg. 10 Line 65	Pg. 15 Line 88 Pg. 15 Line 90	Pg. 18 Line 112 Pg. 18 Line 113	Pg. 24 Line 128 Pg. 24 Line 129

Discussion and Summary

Table 6. Superordinate Theme

This table showed the three superordinate themes such as Stressed, Disorganized, and Unstable. As mentioned in the general research

question, what are the lived experiences of women diagnosed with PCOS condition in terms of: a. Physical; b. Psychological; and c. Social Dimensions. For Physical dimension, based on the answer of the participants, **STRESSED** is the number one emotion that the participants are feeling. PCOS affects quality of life and can worsen anxiety and depression either due to the features of PCOS or due to the diagnosis of a chronic disease. (Zengeneh et. al. 2012). For Psychological, the researcher got a superordinate theme of **DISORGANIZED.** According to Ray (2018), People with PCOS are about 3 times more likely to experience depression and anxiety than people without PCOS; the reasons for this are still unclear. For Social Dimension, the researchers got **UNSTABLE**. Polycystic ovary syndrome (PCOS) is a complex endocrinopathy affecting a remarkable proportion of premenopausal women. Different studies have shown that stress is widely encountered in women with PCOS and the affected women are with unsteady emotion when in front of other people. (Papalou, 2016).

Conclusions

Aligned with the findings here are the conclusions of the researchers:

1. What are the lived experiences of women diagnosed with PCOS conditions in terms of Physical, Psychological, and Social Dimensions?
    a. **Stressed** is the number one counter-emotion and natural reaction of five women participants of this study who are diagnosed with PCOS.
    b. For their mental health concern, these women participants with PCOS are **disorganized** with their thoughts and how to collectively pick themselves up.
    c. When facing a lot of people, these women participants of this study diagnosed with PCOS are commonly **unstable** in many aspects.

Recommendations

Health worker. The researchers recommend this material to health workers due to the fact the they are the ones who assist the PCOS diagnosed women. They should be more inspirational when asked about the remedy of the mentioned disease.

Certain women with PCOS. The researchers highly recommend following the writings this research has prepared for all women who are suffering from PCOS.

Family members. The authors recommend that family members should be the best support system of a PCOS diagnosed woman.

Future Researcher. The researchers recommend that the future researchers should study other different dimensions this book has not yet to offer.

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Characteristics of home health physical therapy in Cavite during the COVID-19 Pandemic: Basis for enhancements in the curriculum

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Abstract. With the sudden onset of the COVID-19 pandemic, physical therapy (PT) practice updates are needed to inform undergraduate education. This study aimed to describe the characteristics of home health practice of PTs in the province of Cavite, Philippines. A survey research was conducted with 34 licensed PTs who performed at least 1 home PT visit to a patient's home since March 2020, when a state of public health emergency was declared in the country. The results were analyzed using descriptive statistics and summarized in the following statements. Home health PT in Cavite continued despite the COVID-19 pandemic. It is characterized by consultancy or private practice. Home health PTs perform professional tasks such as assessment, intervention, documentation, and referral plus pandemic-related measures of screening and infection prevention control procedures. Based on these results, the undergraduate PT curricular content can be updated to reinforce information about the local health service delivery system, data-informed management of private practice, competencies on telerehabilitation, and the specific roles of PTs in disaster management. Infection prevention and control procedures, positive attitudes toward patient and community safety, and professional advocacy should be strengthened in PT training.

Characteristics of home health physical therapy in Cavite during the COVID-19 Pandemic: Basis for enhancements in the curriculum

INTRODUCTION

Physical therapy (PT) is an allied health profession aimed to develop, maintain, or restore the functional ability of individuals, especially involving movement. Home health is only one among the different settings in which PTs can practice professionally. Other settings include outpatient physical therapy clinics, hospitals, acute care settings, inpatient rehabilitation wards, skilled nursing facilities, schools, wellness centers, sports, and the community (World Physiotherapy, 2011b). In Western and developed countries, delivering PT services in patients' homes is a sustainable practice with structured referral, documentation, and payment systems. In the Philippines, however, there are limited data available on local practice, especially about PTs practicing in home health.

Based on foreign literature, home health is an attractive practice setting for PTs because it allows flexibility of work hours, focus on one patient at a time, functional care, and a competitive salary. PTs remain in the home health/ home care setting because of their pride, their relationships with patients and caregivers, their autonomy, their personal schedule, their home health agency, their salary, their relationships with peers, their benefits, and their opportunities for documentation (Collins, 2011). There are also studies on quality of home health agencies and utilization of home care sessions. These are possible because of documentation through health insurance agencies (Chan et al, 2009; Schwartz, Kosar, Mroz, Kumar, & Rahman, 2019).

As previously stated, local literature about PT practice in the Philippines is limited. In 2018, Rotor & Capio finished a phenomenological study that involved four PT practitioners in varied contexts of home health: one was a full-time home health practitioner employed by a deployment agency, two were full-time employees in hospitals but care for home patients after work duties, and one was a full-time academic instructor with part-time home health practice. In relation to professional tasks, clinical reasoning in home health Filipino PT practice was described as less limited by physician prescriptions compared to other settings but challenged by cultural implications of being in the patients' homes. Patient referrals to home health depended on the PTs' respective professional relationships with doctors or with their home health agencies. This is the only recently published description of home health PT practice in the Philippines

With the transition of the Philippines to the use of outcome-based education, teaching the new PT curriculum is emphasized to develop applicability of learners' skills across a continuum of clients and practice settings (Commission on Higher Education, 2017), including home health practice as part of the minimum content standards (World Physiotherapy, 2011a). With the contextual nature of home health practice, more information is needed on how this setting is navigated by PTs.

Furthermore, with the sudden onset of the COVID-19 pandemic, the challenge to PT education has increased not only with the change from physical to online learning but with the curricular enhancements warranted by updates to PT patient care in the "new normal" (World Physiotherapy, 2020a). Health services, including PT, are considered as essential even during imposed community quarantine protocols in the Philippines that started on March 16, 2020 (Office of the President of the Philippines, 2020). It is interesting to study how PTs continued to perform home visits to patients during the pandemic since home health is a practice setting that receives minimal to no influence and support from local medical institutions. With the above stated gap in practice updates to inform PT education, this study aimed to describe the characteristics of home health practice of PTs in the province of Cavite during the COVID-19 pandemic in terms of its local context and the professional tasks performed by the therapists. Aside from being the local community of the researchers, the province of Cavite in the Philippines is a representation of a rural-urban setting where PT education and practice is emerging.

METHODOLOGY

Study Design
This research employed a survey design using electronic forms for data collection to describe the characteristics of home health PT practice in Cavite during the COVID-19 pandemic.

Participants of the Study

The participants in this study were recruited through snowball sampling since there is no data on the number of licensed PTs practicing in Cavite, especially those who are practicing home health. The snowball sampling started at three (3) points: PT schools, PT Centers, and home health agencies in Cavite. The participants were then asked to refer other qualified PTs until the target sample size was reached.

According to World Physiotherapy (2020a), there are 14,610 PTs practicing in the Philippines. Comparing the population ratio of the province of Cavite (3,678,30) (Philippine Statistics Authority, 2018) to the whole country (100,981,437) (Philippine Statistics Authority, 2019), there should be an estimate of 532 licensed PTs practicing in Cavite. Considering the 45.5% unemployment rate in the Philippines in July (Social Weather Stations, 2020) and the likely percentage of 11% of PTs practicing in home health (U.S. Bureau of Labor Statistics, 2020), the computed target sample size for this research was 30 at 95% CI.

The Subjects

Only licensed PTs who performed at least one (1) home PT visit in Cavite from March 2020 to September 2020 were included in the study. The researchers were excluded to decrease their influence on the results.

Table 1

Characteristics of study participants

	Characteristics	Mean	Standard Deviation
	Age	25	3.10
	Years of practice as PT	2.21	0.50
	Characteristics	Frequency	% (n = 34)
Sex	Female	21	61.76
	Male	13	38.24
Current affiliation apart from home health	Academe	4	11.76
	Hospital (In-patient)	12	35.29
	Hospital (Out-patient)	14	41.18
	Out-patient clinic	7	20.59
	Sports settings	7	20.59
	Wellness center	2	5.88
	None	7	20.59

Table 1 contains the characteristics of the 34 qualified licensed PTs who participated in the data collection. 21 were females while 13 were males. The mean age was 25 and the average years of PT practice was 2.21. Aside from practicing home health, majority of the participants had varying affiliations such as with hospitals, out-patient clinics, sports settings, and academic institutions.

Procedure

To collect the characteristics of home health PT practice in Cavite during the COVID-19 pandemic, the researchers developed a survey instrument based on the related literature. The instrument was validated by one (1) PT expert on public health and health policies and one (1) other PT expert on home health practice. After revisions, the instrument was then pilot tested to 21 licensed PTs for further validation of the tool and reliability check of the data collection procedures. The final survey resulting from the instrument development was administered to the target participants through an online survey using a single platform. The data collection form also contained the informed consent that participants should agree to prior to answering the survey.

Ethical Consideration

The methods of this research were reviewed and approved by the Institutional Ethics Review Board (IERB) of Emilio Aguinaldo College-Cavite. The participants were provided with an informed consent that included the following information: research title, proponents, objectives, participant's contribution to research, risks and measures to address risks, benefits of participation, voluntary participation, confidentiality and data privacy, and contact details of the research team.

RESULTS

Context of Home Health PT in Cavite during the COVID-19 Pandemic

Table 2

Contextual characteristics of home health practice in Cavite during the COVID-19 pandemic (March to September 2020)

Characteristics	Mean	Standard Deviation
Number of clients per PT	4.56	2.00
Number of hours spent per week on home health	5.18	4.65
Number of weeks for home health sessions with a patient	6.35	4.19
Characteristics	Mean	Standard Deviation, Range
Price of each home health session	920.59	SD = 264.56,

	Characteristics	Frequency	% (n = 34)
	Earnings per week from home health	4482.35	range 500-2000 SD =3267.33, range = 600-15000

	Characteristics	Frequency	% (n = 34)
	Alfonso	0	0
	Amadeo	2	5.88
	Bacoor	17	50.00
	Carmona	1	2.94
Location of patients' homes	Cavite City	0	0
	Dasmariñas City	11	32.35
	General Emilio Aguinaldo	0	0
	General Mariano Alvarez	1	2.94
	General Trias	0	0
	Imus	23	67.65

	Characteristics	Frequency	% (n = 34)
	Indang	0	0
	Kawit	3	8.82
	Magallanes	0	0
	Maragondon	0	0
Location of patients' homes	Mendez	1	2.94
	Naic	1	2.94
	Noveleta	1	2.94
	Rosario	1	2.94
	Silang	2	5.88
	Tagaytay City	3	8.82
	Tanza	3	8.82
	Ternate	0	0

	Trece Martires	2	5.88
Frequency of payment for home health sessions	Per session	34	100
	Per week	2	5.88
	Per month	1	2.94
Mode of payment for home health sessions	Cash	34	100
	Online bank payment	6	17.65
	Payment to institution	1	2.94
	Reimbursement (Work)	0	0
	Reimbursement (Insurance)	0	0
Sources of referrals for home health	Current/ former patients	22	64.71
	Physiatrists/ Rehabilitation medicine doctors	19	55.88
	Other physicians	8	23.53
	Other therapists	30	88.24
	Home health/ Deployment agency	1	2.94
	Others (Community, online groups, social media ads of PT, family, friends)	5	14.71
Types of patient's cases	Cardiopulmonary	5	14.71
	Geriatric	16	47.06
	Integumentary	0	0
	Neurologic	30	88.24
	Orthopedic	22	64.71
	Pediatric/ Developmental	3	8.82
	Sports-Related Conditions	7	20.59

Table 2 (continued)

Table 2 above contains the detailed breakdown of the contextual characteristics of home health practice in Cavite within March to September 2020. The general details are as follows: 1) average number of clients per PT is 4.56, 2) average number of hours per week spent on home health is 5.18, 3) average price of home PT session is Php 800, 4) average total earnings per week from home PT services is Php 3550, and 5) average number of weeks for each patient's home PT sessions is 6.35.

Home health PT practice in Cavite is concentrated in the cities of Imus (67.65%), Bacoor (50%), and Dasmariñas (32.35%). In terms of pricing of home health sessions, PTs allot more consideration to location of patient's

homes, patient's diagnosis, and patient's needed management compared to other factors. Fig. 1 contains the detailed rankings of participants on these factors. Payments to PT sessions are provided majorly through cash per session. From the survey participants, only one (1) is employed by an organized home health agency but does not receive any employment benefits from the agency.

Figure 1

Participants' ranking of the importance of factors considered in setting the cost of a home PT session
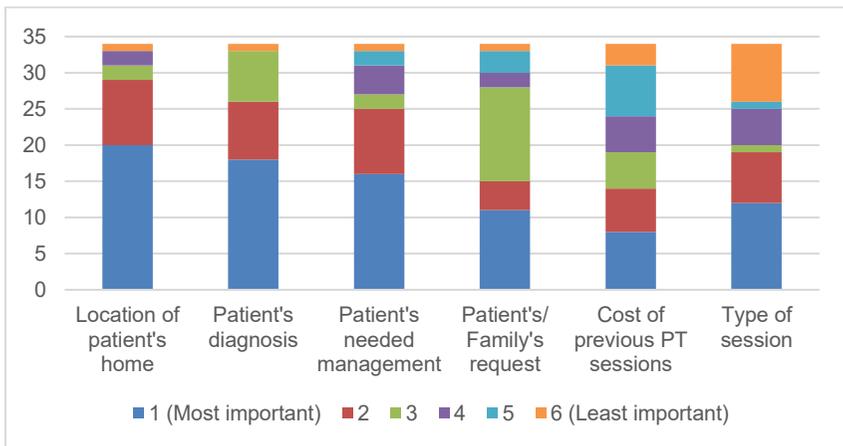
Majority of patient referrals for home PT visits are from other therapists (88.24%), current or former patients (64.71%), and rehabilitation medicine doctors (55.90%). Majority of patient cases handled by PTs at home involve neurologic (88.24%), orthopedic (64.71%), and geriatric conditions (47.06%). Home PT sessions typically end because of discharge from PT care (82.40%), financial instability of patient or patient's family (64.71%), and patient or family decision (55.90%).

Professional Tasks in Home Health PT

Table 3

Professional tasks performed by PTs in home health practice in Cavite during the COVID-19 pandemic (March to September 2020)

	Professional Tasks	Frequency	% (n = 34)
Physical therapy	Pre-entry screening	20	58.82
	Health and safety orientation	32	94.12

tasks/acts			
	Individual patient screening	23	67.65
	Examination	28	82.35
	Evaluation	34	100
	Creation of PT diagnosis	25	73.53
	Creation of prognosis and setting of PT goals	31	91.12
	Intervention	31	91.12
	Documentation	27	79.41
	Initial evaluation	26	96.30
	Progress/ Daily notes	25	92.59
	Summary and/ or Discharge notes	12	44.44
	Endorsement notes	11	40.74
	Referral to other health professionals	17	50.00

Table 3 (continued)

	Professional Tasks	Frequency	% (n = 34)
	Infection prevention and control procedures	33	97.06
	Changing of clothes	31	93.94
	Frequent handwashing/ sanitizing	33	100
	Disinfection of area and tools	32	96.97
	Wearing of personal protective equipment (PPE)	30	90.91
	Setting up the environment	23	67.65
Additional strategies due to COVID-19	Adequate ventilation and lighting	22	95.65
	Physical distancing	23	100
	Restraining of household pets	11	47.83
	Travel with precautions	29	85.29
	Private transportation (Cars, bicycles, scooters)	28	96.55
	Private transportation (Provided by patient/ employment)	6	20.69
	Stay-in arrangement	0	0
	Use of telerehabitation as an alternative	7	20.59
	None	1	0

Even during the pandemic, majority of the PTs continued to perform their professional tasks in the home health setting, including additional measures in the PT process such as pre-entry screening (58.82%), health and safety orientation (94.12%), and individual patient screening (67.65%). Majority of the PTs also performed the recommended

strategies in patient care during the COVID-19 pandemic: infection prevention and control procedures (97.06%), setting up the environment (67.65%), and travel with precautions (85.3%). Only 20.59% of the participants used telerehabilitation as an alternative to physical visits. Table 3 contains information provided by the participants on the professional tasks.

The participants also ranked factors considered when creating decisions about what PT techniques to perform during home health sessions (See Fig. 2). A number of them ranked doctor's referral/ prescription, professional experience, or amount of required physical contact as the most important factors. For the actual procedures performed, majority of the participants ranked functional training, patient education, and therapeutic exercises as the most executed techniques (See Fig. 3).

Figure 2

Participants' ranking of the importance of factors considered in deciding about PT techniques to perform in home health
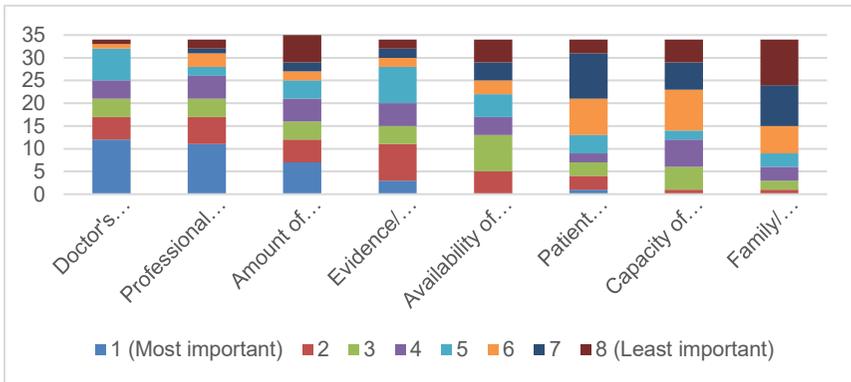
Figure 3

Participants' ranking of the frequency of use of PT management procedures for home health
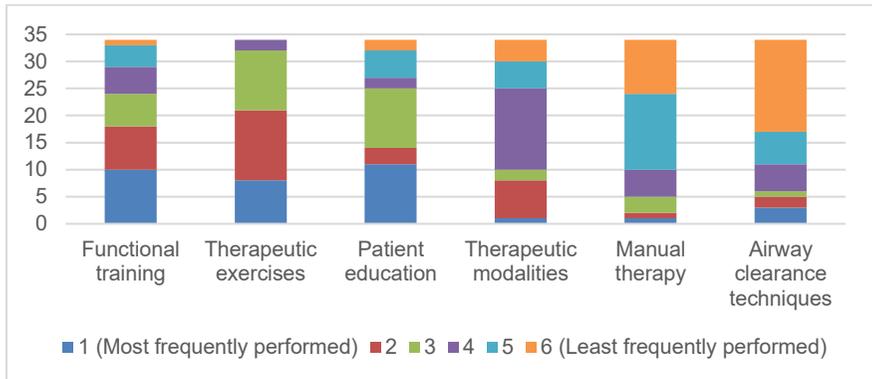
DISCUSSION

The results of the survey are related to four (4) dimensions of PT practice: 1) community awareness about PT and professional advocacy, 2) home health practice context and service delivery patterns, 3) PT tasks in home health, and 4) COVID-related measures.

The types of patient conditions typically handled by the study participants such as neurologic, orthopedic, and geriatric cases conform to the premise of home health. Individuals with these kinds of conditions are most likely not able to physically seek outpatient PT services (American Physical Therapy Association – Home Health Section, 2020). Patients could also prefer home sessions rather than to go to an outpatient clinic or hospital because of the COVID-19 pandemic (Kaufman, Hall & Associates, LLC., 2020).

Based on the results of this study, the home health PT sessions in the province of Cavite continued despite the COVID-19 pandemic. However, the average of 4.56 clients per PT and the average of 5.18 hours spent per week for home PT visits for the months of March to September 2020 can be related to limitations in travel during the community quarantine (Office of the President of the Philippines, 2020) and to the lack of community awareness about the availability of continued PT services for patients who are in need (Philippine Physical Therapy Association, 2020b). The PT consultants may have also been hesitant to continue with home health visits due to safety concerns for their patients, self, and family (Yang, Sang, Eun & Min, 2020).

The concentration of home health visits to the cities of Bacoor, Imus, and Dasmarinas could be because of different factors: 1) high number of populace in these cities compared to other municipalities in Cavite (Philippine Statistics Authority, 2018), 2) presence of four (4) out of five (5) Cavite PT schools in these cities and surrounding areas (Professional Regulation Commission, 2020), thereby concentrating residence of licensed PT graduates in the vicinity, and 3) limited travel because of the imposition of different levels of community quarantine to prevent further transmission of COVID-19. This result may also indicate the need to improve sampling in future research to ensure better representation of PTs practicing in Western Cavite.

Home health PT in Cavite is characterized by consultancy and private practice of the therapists. The average price of home PT sessions at Php 920.59 (SD = 264.56, range = 500-2000) and the average weekly earnings of Php 4482.35 (SD =3267.33, range = 600-15000), the location of patient's home as the major consideration in costing, and the minimal importance given to the type of PT session being performed (i. e., initial evaluation, treatment, teaching of home program, etc.) imply a lack of benchmarking in the costing of home health service fees. The prevalence of cash and daily payments to therapists, majority of referrals coming from peers, minimal affiliation with home health agencies, and no benefits from home health agency employment also reflect that the home health delivery system lacks in structure. There is also limited information to support the sustainability of this local practice setting. According to the National Association for Home Care & Hospice (2019), use of data to drive decisions related to home health services is important for sustainability. Aside from fees, operations and targets can also be benchmarked with existing organizations in the locality. Despite all the above, it should be noted that the references on home health are mostly from Western countries where direct access to patients is allowed. There is also minimal to no published data on home health PT practice in other ASEAN countries where physician referral is required before PTs can proceed with patient care.

All standard PT tasks like examination, evaluation, creation of PT diagnosis, creation of prognosis and setting of goals, intervention, documentation, and referral (World Physiotherapy, 2011b) were performed by majority of the participants. Although home health PTs are relatively less limited when it comes to clinical decision-making (Rotor & Capio, 2018) when they practice outside of a medical institution, the study participants still placed high importance on the doctor's prescription when deciding on what procedures to perform during the visits. It is also important to note that home health PTs also place value on professional experience, evidence/ research, availability of resources, and patient's preference, which signify a developed and more holistic approach to

patient care. As per the actual PT treatment procedures performed in home health, the participants identified functional training, therapeutic exercises, and patient education as most commonly performed. This conforms to themes of most clinical practice guidelines recommending exercises and patient education as the primary effective techniques of PTs for patient care.

Home health PTs practice COVID-related measures to prevent further transmission of the virus and protect patients who likely have co-morbidities that predispose them to the said disease. One consideration that emerged as important when selecting procedures to perform, possibly because of the COVID-19 pandemic, was the amount of physical contact required by the technique. Majority of the PTs also performed specific infection prevention and control procedures. Home health PTs also performed the recommended additional professional tasks of pre-entry screening, health and safety orientation, and individual patient screening (Philippine Physical Therapy Association, 2020a). The practice of said additional steps by PTs in the unsupervised home health setting shows application of knowledge and attitudes gained through awareness campaigns and recommendations provided by different public and private organizations in order to guide patient care in the "new normal." This is also despite the therapists' limited undergraduate training on public health emergencies.

Lastly, it should be noted that only 20.59% of the participants used telerehabilitation as an alternative to physical visits. This could be associated to how telerehabilitation was not highlighted in the old PT undergraduate curricula and to the concerns of PTs in costing of sessions when using telerehabilitation as an alternative (World Physiotherapy, 2020a).

Conclusion

This study concludes that home health PT practice continued in the province of Cavite despite the onset of the COVID-19 pandemic. Home health in Cavite is characterized by consultancy and private practice among PTs. Home health visits involve performance of PT acts conforming to the components of the basic PT process, documentation, and referral plus the recommended steps of pre-entry screening, health and safety screening, and individual patient screening for possible exposure and risk to COVID-19. PTs also performed infection prevention and control procedures but only a minor group used telerehabilitation as an alternative. These information about the home health setting and about patient care can inform the undergraduate PT curriculum.

Recommendations

The results of this study about home health support recommendations to modify the undergraduate PT curricula due to practice updates related to COVID-19 (World Physiotherapy, 2020a). The following changes are recommended: 1) clarify role of PTs in disaster management and reinforce advocacy about the PT profession, 2) add information about practice and service delivery patterns of home health PT in the local community and data-informed management of private practice, and reinforce the systems-based approach to patient care, and 3) to reinforce performance of group and individual health screening procedures, infection prevention and control procedures during PT care in patients' homes, positive attitudes toward patient and community safety, and add guidelines in performing telerehabilitation. A sample content map applying these recommendations is in Appendix A.

Aside from being a basis of curricular enhancements, the results of this study can be used by policy-makers as a reference to study home health practice further and, eventually, provide more structure in this practice setting. This study can also be used as a reference for continuing professional development programs for licensed PTs who graduated from old PT curricula. For future researchers, the results and methods of this study can be used for more encompassing inquiries on home health practice in the Philippines.

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APPENDIX A

Sample mapping of content based on evidence on home health PT practice during the COVID-19 pandemic

Program: BS Physical Therapy
Curriculum: New curriculum of Emilio Aguinaldo College - Cavite based on CMO no. 55, s2017, effective SY 2018-2019

Program outcomes	Performance indicators	Curricular Content	Course Title	Timing
Demonstrate consistent competence in conducting a comprehensive examination, evaluation, and assessment of patients/clients across the lifespan within a broad continuum of care	Determine the need for referral to appropriate qualified service providers	Information about practice and service delivery patterns of home health PT in the local community	1) Introduction to Physical Therapy,	1st year, 1st sem
			2) Leadership and Management in Physical Therapy,	3rd year, 2nd sem
		Data-informed management of private practice	3) Modern Trends and Issues in Physical Therapy,	3rd year, 2nd sem
		Systems-based approach to patient care	4) Clinical Education,	3rd year, 2nd sem
Practice beginning management and leadership skills in various practice settings	Contribute to the crafting of local policies to strengthen the institutionalization of physical therapy services		5) Physical Therapy Applications 3: Clinical, Community, and Administrative Settings,	3rd year, 2nd sem
	Demonstrate capacity to establish an independent professional practice model while utilizing basic entrepreneurial skills		6) Health Ethics,	3rd year, 1st sem
	Apply the concepts of customer and personal service, and public safety and security in the delivery physical therapy services		7) Professional Ethics and Cultural Competency	3rd year, 2nd sem

Program outcomes	Performance indicators	Curricular Content	Course Title	Timing
Demonstrate consistent competence in conducting a comprehensive examination, evaluation, and assessment of patients/clients across the lifespan within a broad continuum of care	Select and effectively utilize relevant, valid, reliable, and sensitive measures of health outcomes to determine and screen health status of patients/clients	Group and individual health screening procedures Infection prevention and control procedures during PT care in patient's homes	1) Introduction to Physical Therapy, 2) Introduction to Assessment and Treatment Planning, 3) Principles of Therapeutic Exercise and Functional Training, 4) Clinical Education, 5) Physical Therapy Applications 3: Clinical, Community, and Administrative Settings, 6) Health Ethics, 7) Professional Ethics and Cultural Competency	1st year, 1st sem 2nd year, 1st sem 2nd year, 1st sem 3rd year, 2nd sem 3rd year, 2nd sem 3rd year, 1st sem 3rd year, 2nd sem
Demonstrate consistent competence in planning and implementing appropriate physical therapy interventions for patients/clients across the lifespan within a broad continuum of care	Effectively implement interventions to address client population needs			
Apply teaching-learning principles in different learning environments	Develop an instructional plan appropriate to identified learners, as follows: students, patients (age group, cognitive, and communication considerations), family and caregivers, general public (social status, education status, and gender considerations), peers, and other healthcare providers and professionals Implement effectively appropriate teaching	Guidelines in performing telerehabilitation	1) Introduction to Assessment and Treatment Planning, 2) Health Informatics, 3) Teaching and Learning Principles in the Health Care Setting, 4) Modern Trends and Issues in Physical Therapy, 5) Physical Therapy Applications 3: Clinical, Community, and Administrative Settings	2nd year, 1st sem 3rd year, 1st sem 3rd year, 1st sem 3rd year, 2nd sem 3rd year, 2nd sem

Program outcomes	Performance indicators	Curricular Content	Course Title	Timing
	strategies to achieve learning objectives			
	Evaluate achievement of learning objectives for the target audience			
	Provide feedback to identified learners to improve learning			
Maximize the use of innovative technology in the practice of the profession	Access relevant existing innovative technology Adopt existing technology relevant to the practice of the profession			
Demonstrate social and professional responsibility and ethical behaviors in multi-cultural settings and scenarios	Respond to the needs of the physical therapy profession and other healthcare professions, as appropriate to one's level of competence and resources Respond to the needs of the community at-large, as appropriate to one's level of competence and resources	Role of PTs in disaster management	1) Introduction to Physical Therapy, 2) Community Organization and Adaptation, 3) Community-Based Rehabilitation Development and Disaster Management, 4) Physical Therapy Applications 3: Clinical, Community, and Administrative Settings	1st year, 1st sem 3rd year, 1st sem 3rd year, 2nd sem 3rd year, 2nd sem
	Exercise integrity in all undertakings Apply knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and any processes	Advocacy about the PT profession	1) Introduction to Physical Therapy, 2) Teaching and Learning Principles in the Health Care Setting 3) Community Organization and Adaptation, 4) Community-Based Rehabilitation	1st year, 1st sem 3rd year, 1st sem 3rd year, 1st sem 3rd year, 2nd sem

Program outcomes	Performance indicators	Curricular Content	Course Title	Timing
	pertinent to the practice of physical therapy		Development and Disaster Management,	
		Positive attitudes toward patient and community safety	1) Introduction to Physical Therapy, 2) Introduction to Assessment and Treatment Planning, 3) Principles of Therapeutic Exercise and Functional Training, 4) Clinical Education, 5) Physical Therapy Applications 3: Clinical, Community, and Administrative Settings, 6) Health Ethics, 7) Professional Ethics and Cultural Competency	1st year, 1st sem 2nd year, 1st sem 2nd year, 1st sem 3rd year, 2nd sem 3rd year, 2nd sem 3rd year, 1st sem 3rd year, 2nd sem

The Intervention Process Model for Student Discipline at EAC-Cavite: A Reflective Study

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Abstract: Student Discipline is a major cornerstone in the development of a college student. As young adults spend majority of their time at schools rather than at home, hence the process of discipline intervention becomes very significant in providing them a safe and comfortable learning environment as well as building their character.

Emilians are expected to conduct themselves in a manner compatible with the function of the college as an educational institution and to respect and obey its policies. Failure to show respect for the standards as set forth by Emilio Aguinaldo College-Cavite is a cause for disciplinary action. Managing discipline and disciplinary actions have always been identified as a serious concern in any educational system and thus establishing an effective discipline management system within an institution isn't always easy as it has to consider the circumstances experienced by students, teachers, administration and other related departments in the implementation thereof.

Through this study, the researchers would like to discover ways on how to improve the Intervention Process Model (IPM) for student discipline. How effective and efficient it would be in prevention and mitigation of discipline-related reports each semester, and to find out alternative discipline interventions as a way of having a flexible delivery of student affairs and services during the new normal in Emilio Aguinaldo College.

The Intervention Process Model for Student Discipline at EAC-Cavite: A Reflective Study

INTRODUCTION

The Office of Student Affairs (OSA) at EAC-Cavite has conducted an initial evaluation of student discipline as basis for continual improvement [1] for Academic Year 2018-2019. As a result of this study, the researchers have developed an Intervention Process Model (IPM) for student discipline that includes activities from determining the student violation, monitoring, student due process, recording, follow-up, intervention referrals and the conduct the actual community service. Therefore, the researchers would like to utilize the said model to determine its efficiency in mitigating the occurrence of discipline-related reports and to discover alternative discipline interventions during the new normal in the college under study.

Nowadays, academic accountability and management of academic conduct are two main concerns in the tertiary education level. Boyce, Barnes, & Eckes (2015) contend that colleges and universities are seeking to continuously change the academic climate in order to adapt to the fast-paced trends being experienced by students. In comparison, Blad (2019) focused on school disciplinary strategies while Dubelle (1997) claims that self-discipline makes students act appropriately. The more responsibilities are entrusted to the students, the stronger the likelihood of self-reliance and their accountability is. In the exercise of secondary parental authority, the school has the obligation to track the misbehavior of students. Having different approaches and styles in addressing these concerns greatly help these young individuals to prepare them think and act as mature individuals in the community. The role Student Affairs and Services is further expanded to help create equitable learning opportunities for these learners wherever they are or whatever their economic situation may be. (CHED Memorandum Order No. 9, 2013:1). In the college under review, several suggestions were made on how to handle student disciplinary problems, these may include but not limited to the following: (1) Being systematic: Infractions should be clearly defined, and the records pertaining thereto must be carefully maintained or archived. (2) Erring students must be scheduled for discipline conference as soon as it is reported (3) Impartiality and transparency in the disposition of complaints and grievances. (4) Consistency in the implementation of rules (5) Keeping students updated and actively involved in the procedure and (6) Developing a rapport with erring students for follow-up.

The EAC Student Manual particularly on the Code of Conduct and Discipline is considered as the main resource material of the Institution to help stakeholders determine whether a student has committed any violations to the school policies. However, it was observed that the assessment of student discipline in the EAC-Cavite has never been created. Back in 2015, there was a limited number of hired discipline officer (D.O) who was tasked to monitor student infractions in the entire campus to a ratio of 1:2000. Due to this daunting task and very important concern, there have been occasions where the breaches have not been officially reported or documented. Since 2016 to 2019, after the school was repeated visited by accrediting bodies, additional discipline officers were hired to help answer this problem as per recommendation of the accreditors. It was indeed empowering as it expanded the capability of the school to closely monitor its growing population of students.

School discipline is stated to be a shared responsibility of all school administrators, teachers, employees, deans, and heads of divisions at Emilio Aguinaldo College – Cavite. Muscott, Mann, & Le Brun[4] have adopted an initiative that has been proven to have beneficial impact on the actions of their pupils. Consequently, appeals to the school discipline have been limited. Currently, the IPM proposed by the researchers would be used in this analysis to further develop and strengthen OSA programs in the area of student discipline.

The management of discipline and disciplinary action has often been recognized as a serious problem in every education system and, thus, the development of an efficient discipline management framework within an organization should be a top priority. As we admit new students, the school must have mechanisms in place to set proper expectations, training avenues so that they will be made aware early on to understand the dynamics, norms, practices and social structure that is uniquely found in the campus. As these concepts grow on them, they will better appreciate their role in keeping a peaceful and law-abiding community.

METHODOLOGY

Study Design
This study utilized qualitative research method because it explained the cycle of intervention designed by the Office of Student Affairs (OSA). The Reflective Practice Model by Boud, Keogh, and Walker (1985) was the basis to assess the Intervention Process Model (IPM) created by the authors of this study. It also employed a reflective observation during the actual interview to come up with the general findings and output of the study. Using the purposeful random sampling, the main author conducted an interview to ten (10) participants to identify

their experience, feelings, and the evaluation of these experiences to validate the findings. The results of the interview were critically analyzed and documented to better improve the IPM made by the researchers in the new normal situation on student discipline.

Participants of the Study

The research participants are students from EAC-Cavite. An interview was conducted right after they finished their Community Service to record their personal experience, feelings, and the evaluation of these feelings for purposes of this study.

The Subjects

This research employed the purposeful random sampling technique in choosing the respondents. The respondents were chosen using these criteria: (1) currently enrolled in the EAC-Cavite, (2) has finished a community service duty in any offices in EAC-Cavite, (3) willing to participate in the study.

Procedure

The investigation on the assessment of the IPM utilized the Reflective Practice Model. First, the researchers had an initial study on the "Evaluation of Student Discipline of Emilio Aguinaldo College Cavite: A Basis for Continual Improvement." This paper was published in the IOR Press, "Asian Journal of Interdisciplinary Research." This inspired the researchers to conduct this second series of research that will determine the effectiveness of the IPM in EAC-Cavite. Those students who have incurred violations during the regular semester were called for a meeting with the Director of Office of Student Affairs. The invitation was voluntary, and it was attended by students from various schools. The next step was to conduct a group interview with the participants to discover their experiences, feelings, and evaluation of their experiences. This was the highlight of this research because the students' honesty and willingness to learn from experience were brought out in this short interview. After that, the results were gathered, summarized, analyzed, and interpreted. Finally, all the results were critically analyzed and compared through documentary analysis.

Ethical Consideration

Before this study was conducted, the respondents were purposely gathered in a small classroom and were briefly oriented about the title, objectives, and the significance of this study. They were personally asked if they would like to volunteer and help in testing the hypothesis that was formulated by freely giving their consent in sharing their latest experiences, feelings and personal reflection about community service

and the way the Institution handled their student discipline concerns. Researchers made sure that all information or data gathered from the respondents including their identity were kept with utmost confidentiality in consonance to the established guidelines and standards set by the Institutional Ethics Review Board (IERB) of the Emilio Aguinaldo College-Cavite.

RESULTS

The Assessment of the IPM Model

Almost all institutions of higher learning require effective school discipline policies and practices that are critical to promoting student's successful learning and well-being. These mechanisms also keep track of all material information about the behavior and attitude of students whenever corrective interventions are warranted.

Documenting these reports give a detailed account of events that may be reviewed by teachers, counselors and school administrators for data gathering intended for the review and development of school policies, case building and investigation and the overall welfare and safety of the stakeholders.

In the table shown below, the IPM process model is currently applied in the college under study that has a total population of 6,000 students and growing. The bulk of which comes from the SHS Department. An array of student violations being reported daily is religiously documented by the discipline officers to determine its nature, gravity and frequency of occurrence. Once these reports are profiled, the erring student may receive a summon or an oral reprimand or a warning, if they mistakenly performed the wrongful act in the first instance. This account is right away logged in the DO 's Student Violation Slip and entered in the system for purposes of clearance and issuance of good moral character certificate. If the erring student persist in committing infractions within the semester several warnings will still be given to them to give them chance to change their outlook. Some of these reported infractions ranged from petty, humorous and harmless reports, but others were more damning and has the potential of having serious legal consequences if not dealt with early on. Ultimately, if the student utterly disregards these disciplinary checkpoints set by OSA, they were given with the appropriate institutional responses that pulls them back on track by enforcing the rules of conduct and discipline after due process. Light offenses are normally dealt with the imposition of several hours of community service within the school premises. The erring student is first summoned for a pre-service orientation explaining: (1) why they should

undergo said program, (2) the nature and classification of their duties and tasks, (3) timeline to finish these tasks (4) re-orientation and signing of a discipline undertaking for good conduct. After they agree to these terms, students are then assigned to various academic departments of EAC that is matched according to their perceived strengths and abilities. By having these interventions institutionalized, the students are expected to be fully aware of this processes that will help them better understand the rules and regulations to be observed while they are considered students of the college. With this set-up, the students are being trained to be mature thinkers that would take responsibility with their assigned tasks during the completion of their community service. This is the biggest challenge on them because at their age, some of them have no experience working with professionals. Many of them are having problems interacting with confidence. This interview had been conducted by the researchers to find out about the student experience, feelings, and evaluation of their feelings during community service.
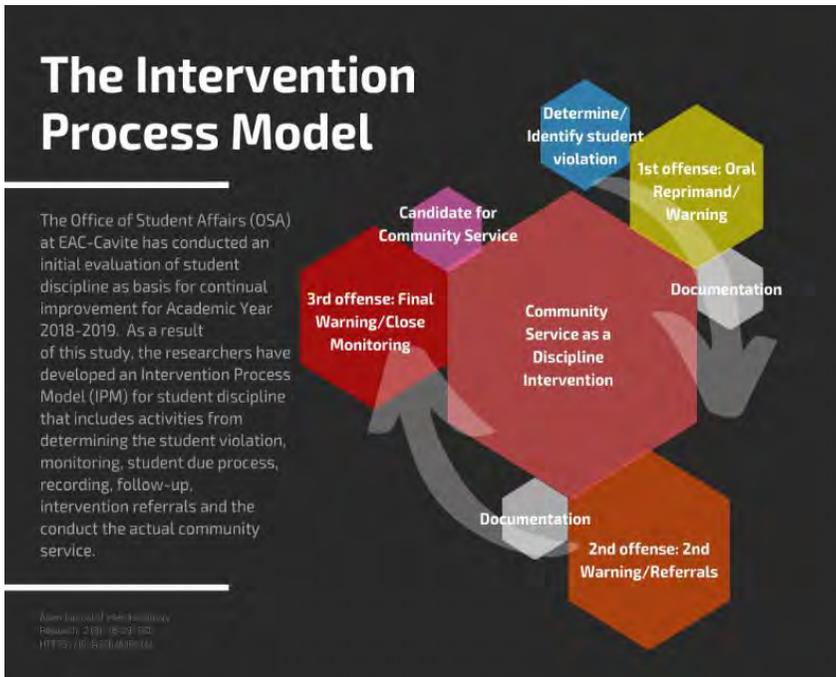
Figure 1. The Intervention Process Model (IPM)

Through implementation of the reflective research paradigm obtained from Boud, Keogh, and Walker (1985), focusing on the perceptions of the students who had abused and performed the service to the group, their

attitudes, emotions, and appraisal of emotions were analyzed and assessed.

1. Describe the office you worked in. (Experience)

R1: I felt safe and secured inside the office.

R2: I sensed a happy working environment.

R3: Even if the offices are always full of clients and staff are still kind & hospitable.

R4: Lot of things to do. We are so busy.

R5: Good working atmosphere. I have good vibes with workmates.

R6: I always feel excited because people I worked with are kind & helpful.

R7: Friendly working environment. My workmates are very nice to us and very accommodating about our inquiries.

R8: The office that I served in is organized. Everything is properly arranged.

R9: My workmates are hardworking and always busy.

R10: The office environment is organized.

2. Describe the people you worked with. (Experience)

R1: They are accommodating, friendly and have positive personality.

R2: The office I've worked with are composed of happy people.

R3: They are kind and thoughtful.

R4: Very accommodating. I didn't feel that I was serving community service.

R5: They are friendly and respectful persons.

R6: I think they are nice people because they are good to me.

R7: People I worked with are very humble and easy to talk to.

R8: They are very professional and task oriented.

R9: Accommodating and joyful.

R10: They are strict with the guidelines but at a personal level, they are friendly and joyful.

3. Describe your most challenging experience while working. (Feelings)

R1: My officemates disclose a lot of problems and I was speechless and didn't know how to answer back.

R2: I had difficulty reading and finding names of our foreign students (Indian).

R3: Difficulty in waking up early. Sometimes I no longer eat breakfast for me not to be late.

R4: I am often confused about the pile of documents that I needed to route to different offices.

R5: Finding time to do various schoolwork and at the same time finishing the required community service.

R6: No challenging experience yet.

R7: No challenging experience yet. Our workmates are very patient, they do not push us to work hard.
R8: I find the task of helping clean the campus very challenging but the experience we had is enjoyable.
R9: Challenging moment for me was during the time I was tasked to wrap books in the library with plastic sheet.
R10: My most challenging task to date is to assist queueing enrollees this 2nd Semester.

4. **How does it feel to be in that office? Describe the atmosphere. (Feelings)**

R1: The office felt like a normal classroom full of people. It felt comfortable and I didn't have a hard time adjusting.
R2: I felt nervous at first.
R3: The room has strong air conditioning system and I felt cold and lonely at times. The surroundings are very quiet.
R4: I was very nervous because I thought I was going to be punished for my violations, but I was surprised to find out that I was just imagining things. It was ok thereafter.
R5: I felt very welcome. My officemates were warmed up to me like I was one of their own.
R6: I had fun while doing my community service. It didn't feel like I was punished but I was mentored to be good in what I do.
R7: It felt normal. I just did my task for my community service.
R8: I'm a shy person so I felt tensed all the time because I was tasked to assist and interact with different people all the time.
R9: My workmates are hospitable. I felt very comfortable around them.
R10: I was nervous, and it took some time for me to adjust. After getting to know them, I found out that they are kind and fun to be with.

5. **Describe some of your interactions with the stakeholders during your service-learning. (Evaluation of feelings)**

R1: I interact with students, teachers and school employees. They share their thoughts, feelings and day to day challenges whenever I get to be with them during my duty hours.
R2: It felt normal. I just answer back in a respectful manner.
R3: I was an all-around assistant. I was instructed to always be respectful, interact/serve with a smile.
R4: I answer the phone, lots of interactions with fellow students and other EAC employees. I felt very helpful to others.
R5: They tasked me to assist in organizing files.
R6: I was tasked to route documents to different departments.
R7: I became a personal assistant to a dean. She gives me instructions for my daily tasks and assignments.
R8: I assist the school clerk and the dean in documenting their files. They treat me fairly and they did not give me hard tasks.

R9: I was tasked assist in queuing students and parents and to answer phone calls. Everyone is kind and respectful to me.
R10: I was deployed at Lobby 1. Most students I talked to are very talkative.

6. **What did the "body language" of the people tell you? How do they react to your actions? (Evaluation of feelings)**

R1: Persons I work with gives me eye contact whenever they give me serious instructions and task.
R2: They all look normal. I don't feel any different with them.
R3: Whenever I do something wrong or if I misunderstood the task, the dean or the office secretary comes in to re-explain everything. They speak slowly so I can pick up important points of the task.
R4: I did not sense anything in their body language. I just finish my assignment fast so I can help my office mates finish the pending tasks in the office before the day ends.
R5: I did not notice anything. I do the task they give me and finish it before my shift ends.
R6: I finished the job they give me easily because I was having fun doing it. I did not notice the passing of time whenever I do community service.
R7: My daily task includes entertaining fellow students, faculty and EAC employees. Whenever I finish the task given to me, they give me a tap in the back.
R8: The office environment is serious. I can sense deep respect in everyone's function in the department.
R9: They talk and greet each other respectfully. They do not joke around inside the office.
R10: They glare me and raise their eyebrows whenever they hint me of doing my task seriously.

7. **How were you different when you left the service site compared to when you entered? (Evaluation of feelings)**

R1: My way of thinking somehow matured.
R2: Before, I was very childish and often joke around with my friends. Now, not so much.
R3: My community service experience made me realize the importance of focusing on doing the right things. Not to be childish and playful because I am a grown person.
R4: The level of my respect to EAC employees increase because the things they do for us is not easy.
R5: I developed a work-ethic of giving my best even if the tasks given to me are simple.
R6: My experience here made me thankful to my mentors. I learned many useful things that are not taught inside the classroom.
R7: I gained new friends. I learned how to communicate better and carefully listen to what others say.

R8: I now understand better my teachers and parents. And much remorseful whenever I do mischievous things.

R9: I think I am more mature. My experience here made me more cautious in what I do and say to everyone.

R10: I am more obedient now. Because I understand the consequences of every wrong action that I do.

8. **During your service-learning, what did you learn about yourself? About your environment? (Reflection in-action)**

R1: I learned to be responsible in my actions. To be more considerate to other persons and not to hurt them.

R2: I learned how to be more patient and not to rush things. I committed violations because I was immature and naïve.

R3: This is a lifechanging experience for me. I met new friends that thought me many valuable lessons about life.

R4: I realized that I can help other people if I can just properly manage my behavior and not to be a cause of conflict inside the classroom.

R5: I learned that I am not a bad person because during my CS, I made a lot of friends and they appreciate my skills and the things I do for them.

R6: I realized that I am good with people and I made a lot of connections because of my time here.

R7: I learned how to connect with people by merely listening intently to what they say.

R8: I learned to become more professional. It starts with how you talk and how you present yourself to other persons.

R9: I appreciated the real meaning of self-discipline.

R10: I learned the importance of having rules and regulations in our lives. It teaches us how to deal with our fellowman fairly and respectfully.

9. **What connections do you see between this experience and what you've learned in your college courses? (Reflection in-action)**

R1: Self-discipline is important for character building. Without this, we cannot move forward.

R2: Having good attitude and right behavior is important in every workplace environment.

R3: I learned to be more vigilant and more self-aware on how I should treat others/ consider other persons.

R4: I developed self-confidence in my abilities. Before I second-guess myself and I am timid.

R5: This experience helped me boost my self-esteem and confidence.

R6: Through community service, I learned that I can become a good speaker. I appreciated how they mentored me to listen and speak out properly.

R7: Community service thought me how to become hardworking, confident and how to reach out & connect to others.

R8: During my time serving, I learned how to act professional, being respectful to everyone and to value hard work.

R9: I appreciated the lessons on self-discipline. I now think twice before doing something I will regret in the future.

R10: I learned to become selfless and be emphatic to the needs of my schoolmates.

10. How did this experience challenge your assumptions and stereotypes about students under community service? (Reflection in-action)

R1: Serving the school through community service created an avenue for me to help learn understand myself. Not all who are here are bad students, our mistakes are just a result of a bad decision on our part.

R2: This experience woke me up that I should get my act together. I'm not getting any younger.

R3: Managing time is even more difficult. If I didn't commit my infraction, I should have more time studying or free time for personal recreation.

R4: I learned my lesson. I will never do it again because I realized that it was very petty and does not define who I am as a person.

R5: I was just so hardheaded and immature to believe I can get away with what I did because it is just a minor offense and just because almost everyone did it. It's not an excuse but this experience made me reflect hard about my behavior.

R6: Community service can help students like me to change their understanding on the value of self-discipline and the impact of disobedience to their future.

R7: Before I was proud and arrogant, now I was humbled by this experience. This taught me the importance of "pakikisama".

R8: As school offenders, we were not discriminated or judged. We were treated fairly, and we even made good friends with some school employees and officials.

R9: I shared my Community service experience with my friends, they are clueless about its implementation and very negligent to the consequences of their actions.

R10: After my service, I realized the value of having good mentors around you. They helped me understand my situation and assisted me to cope for my behavior issues.

DISCUSSION

In many occasions, great work interaction includes a bit more than only arriving at 8 AM, finishing the assignments, leaving at 5 PM and being rewarded. An Ideal workplace have more opportunities to offer, such as

learning and personal growth. So, getting the potential to develop requires providing a better job experience. Students had encountered several pleasant working atmospheres in EAC while on community service. Through this experience, they realized the value of hard work, and the necessity of being organized at work. In Blad's (2019) study, ninety percent rated educators training as "Very effective" or "Somewhat effective" to those activities that focus on discipline interventions and increased efforts in creating positive school environments. In the same study, additional detentions, suspensions or expulsions were rated just 55 percent of respondents.

Most respondents during their community service described their temporary officemates as being extremely accommodating, friendly, respectful, professional and task oriented. These brought them to realize that good professional working relationships help improve their outputs as well. An optimistic mentality gets the work done and motivates everyone around you to do so without focusing on the problems or drama that occur naturally at work.

Some students have faced various challenges and difficulties during their community service. One respondent shared that he had troubles in communicating with foreign students. Although English is commonly used in EAC, the pronunciation, slang and accent used in these cross-cultural conversations made it a bit challenging to both parties involved. Other than the language and cultural barriers, students still enjoyed having these encounters during community service. On their own, they found ways on how to better express and hone their true feelings and emotions, they gained and improved their self-esteem and have overcome their fears and insecurities when speaking to others. These learning experiences made them stronger and gave them a brighter perspective to focus on teamwork in order to get the job done with excellent remark for each day they report to work.

Navigating multiple types of tasks and making communication a focus in the workplace is a duty that most companies face. Lack of effective communication hampers team effectiveness and may also impact the degree of confidence between employees and the management. And while contact crosses a variety of workplace challenges, it boils down to the managing of diverse viewpoints (Tromatter, 2016). Despite the challenges some students who went through community service, majority of them felt that they considered the offices/ departments in which they were assigned as a friendly environment. In here they feel comfortable and safe. Some were anxious at first but after they get to know and learn more about the people for whom they report for work, they were surprised to find them as hospitable, welcoming and parent-like. Communications became easy and light. With this exposure,

students were able to understand and simulate the workplace environment like answering several telephone calls, routing documents, addressing specific questions from fellow students going to the respective offices and finding new acquaintances.

As they became more confident in their tasks, the respondents can now make "eye contact" and be empathetic whenever they interact with others. Also, they were able to improve their non-verbal communication skills with their body language, facial expressions and gestures after they were made aware about the Customer Satisfaction Survey each department needs for accomplish for continual development. One student shares her account about her exposure to other to other members of the academic community. That experience enabled her to grasp the concept of responsibility and self-control. Her friends quickly noticed her attentiveness to detail, consistent good mood, self-confidence and self-discipline. When at home, her parents appreciated her changed attitude towards doing simple house chores and errands. She now has an idea of how to be a hard-working and competent person.

Alberta (2020), they pointed out that while job problems can be challenging to overcome, getting through them will make you become a better, more comfortable person. When you are under stress or experiencing unhappiness from someone or something at work, you can learn to stand up for yourself or change a situation. A job challenge can get worse over time and does not usually go away on its own. The sooner you start making changes to these situations, the easier it will be to deal with, or how you respond to it.

The batch of students who performed the community service for this study also shared that they always look forward to developing themselves in conversation, teamwork, communicating with others. Having a solid, confident job attitude coupled with constructive thinking will reflect on what you are doing and make you a resourceful and productive person. It will decide how well you are in doing your tasks and how people see you as an individual. If you have a successful attitude, you can improve your chances of an advancement or promotion if you become a successful role model for those in your team at work.

Article 10 of the EAC Student Manual (2017) reiterates the ability of students to unite and establish accountable and transformative leadership. This provision encourages students to form, join, and participate in student organizations' activities. Given that they've had time serving in various workplaces, they've strengthened their good leadership and developed their correct attitude toward jobs. Remembering the "Virtue, Integrity and Service," which are the most important ideals that will

be practiced by the students at EACC that should act as their motivation for doing the right thing.

Finally, in their experiences working in different offices, the critical thinking and reflective thinking of the students were developed. We genuinely understand the importance of just getting the correct mentality. They pledge to no longer commit any violations in this manner. Although this has been an outstanding learning opportunity, they have not missed a day in a workplace. Indeed, they were proud to be part of the department for being able to show what they could and contribute to the institution's improvement.

The IPM and its cycle of implementation were successful as revealed by the respondents of the community service intervention. While there are still some areas for improvement, the new normal posed by the COVID - 19 pandemic has changed entirely the landscape for this interactive dynamic with students. And having this scenario, the Office of Student Affairs is expected to be more sensitive and proactive in implementing similar interventions that help students to have meaningful and worthwhile during these difficult times.

Enhanced Model of Intervention

Considering the current situation we are all experiencing during this pandemic, the intervention model for the student discipline being implemented by the Office of Student Affairs needs to be constantly updated to keep up with the fast-paced flow brought about by the mass online exodus of HEIs in the delivery of quality education. It is expected that the virtual world will be flocked by everyone, since it is common nowadays to spend at least twelve hours/ day in front of the computer and have your online presence be felt worldwide due to the prevalence of social media.

The Office of Student Affairs (OSA) is fully aware about the benefits and opportunities that social media and internet can bring as a tool in pursuing EAC's educational objectives. There is, however, an inherent risk involved in using social media irresponsibly and its instantaneous, far-reaching mode of communication may impact the students, teachers or the school itself if we fail to set ethical guidelines for our students to observe. Before this new scheme operates in full swing, we will have to be very patient in re-educating these digital natives about the wide array of applications and usage the social media posses should it be used as a teaching and learning tool. Character building will still be significant in this new approach for us to help students develop mental

resiliency and steadfastness of heart and spirit. Since each home is now an extension of the classroom and learning environs of students, our relations with their parents must also be reinforced to become stronger more that ever. We must establish good rapport with them to make students understand that education is not just a one-way street but a tri-partite partnership between the school, the student and their parents.

Conclusion

Students, parents, teachers and administrators are all responsible for making the intervention on the discipline a success. For the intervention to be effective it is important to have the support of each academic unit involved like the concept of family. In the case of Jose Angeles vs. Sison (GRN L-4551, February 16, 1982), the Supreme Court recognized the important role and responsibility that a school has for its students. First is to provide opportunities for learning and Second is to help them grow and develop into mature, responsible and worthy citizens of the community. Discipline is one of the means to carry out the second responsibility.
If we could translate this into a working system in the college, the possible outcome would be a school that has reduced or zero disciplinary referrals and a climate in which is highly favorable to learning. Based on the findings, during the institution's face-to - face interaction with the students, they did not see community service as a burden but saw it as another venue for learning. It is a unique class experience that they cherish and enjoy attending to. This means that the IPM model made by the researchers was effective. This recent shift brought about by this international crisis made HEIs an opportunity to rethink, and, to the extent possible, redesign the teaching and learning processes, taking advantage of the lessons that is accessible through the prevailing technology paying special attention to equity and inclusion, same rule applies to the implementation and management of student discipline and conduct.

Recommendations

For this study, the researchers having considered the feedback expressed by the respondents will have the following recommendations:
1) Focus efforts on ensuring continuity in the services offered to the students like dialogue, counseling, discipline referrals, follow-up, monitoring, and incident prevention/mitigation etc.;
2) Promote flexible delivery of student affairs and services focusing on transformative student discipline. This will shape upon and complement any existing programs designed to build community in a school even during this time of pandemic.
3) Scale up programs that will help students overcome peer pressure, the need to belong, depression, dating and relationships, adjustments to adulthood, suicidal tendencies, substance use and abuse, aggression and violence and many more.

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Exit Interview Results as Basis for the Organization's Improvement

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Engagement

Abstract. Over a period of years, employees come and go in any organization. Employees leaving the organization are oftentimes driven by various reasons such as seeking for better work opportunities or settling to take a permanent leave either for family, health and other personal reasons. It's interesting to know why employees leave the organization, what could have been done to prevent them from leaving and how should the organization treat and utilize the results of the exit interview survey. From 2016 to 2019, there were 98 employees who voluntarily left EAC-Cavite and their reasons and feedback about their work experience in the organization have been recorded in an exit interview template survey given to them as part of the offboarding process facilitated by the human resource department. These exit interview results were analyzed using Kolb's Learning Cycle (1984) model of reflection. Also used is the quantitative technique as it determined the number of individuals who provided their feedback and the answers to the questions were categorized accordingly using frequency distribution and percentage. The problems were also carefully considered by using the word cloud generator technique. The responses showed that employees left their jobs because they accepted their new jobs for higher salary offered by other organizations. Other reasons for leaving revealed were better work benefits, flexible schedule offered in the new job and aligned work offered as matching their degrees or specialization. The results of this survey can be used as reliable source to identify and address organizational concerns such as minimizing employee turn-over and retaining excellent talents by improving workplace conditions, benefits, processes and systems. For future opportunities, the researchers would like to pursue examining the exiting employees' exit interview findings for the continuing improvement of the organization.

Exit interview results as basis for the organization's improvement

INTRODUCTION

It is important to remember how workers feel regarding working in an organization. Depending on input from the teachers, all school administrators and college deans would be able to evaluate the outcomes of the progress of the institution. As a normal component of the Human Resources System, a departure examination is performed prior to the approval process. However, input from workers departing the company has never been collected and checked, so there has been little evidence of systemic change. The duty of the HR is to administer an exit interview and, if appropriate, to perform a follow-up interview. The information-seeking operation is difficult and not all workers who quit the company will offer constructive remarks or suggestions. Exit interview refers to the communication between an employee who is voluntarily leaving the organization and a representative of an organization: either by the immediate head of the employee or someone from human resources. In EAC Cavite – a template exit interview form was used to facilitate this process. The result and analysis of the result of the exit interview enabled the organization to use the findings of the exit interview as a basis for change of the organization.

In a research undertaken by Richmond (2020) in the Culture/Climate Survey of the Defense Logistics Department from March 17 to April 21, 2003, Employee Exit Interviews assess workers' impressions of the organization and community to make the DLA's high-performance atmosphere even stronger. They also created a slogan for their poll, which says, "The Voice Our Future." This means that the corporation is responsive to any feedback that workers will bring as long as this serves to better the structure or the people in the organization. The input from the study was used to further develop the atmosphere of the employees. Over the years, a variety of significant improvements in the DLA Aviation workers have resulted from reviews. This input is not only given when the person resigns from his / her work, but this input is important if the organization needs to know the opinions and perspectives of the people in the company.

Cook (2015) makes it plain that positive support is given when a successful job is achieved and it really counts and involves everyone, even non-managers. This author assumes that everybody is involved in reviews. Indeed, it is the innermost urge to obtain and provide input.

According to this report, input enhances the nature of the individual at work. Typically, they do the reviews on a daily basis.

There are few observational researches on exit interviews-mostly from businesses, they are generally referred to as input polls, and are a way of change for people and organizations in general. The organization decides that the support mechanism is to be introduced and everything can be performed in person. As Cook (2015) points out that distribution counts, so does it in person. It is not advisable to send feedback via email, phone, text or even IM. People understand things easier that way, because they even recall it well. In fact, it promotes conversation instead of a "do this" monolog in which the other has gained little from input.

This research is concerned with input from academic and non-academic workers on their experience, the factors why they leave the institution, what are the issues they have encountered and the potential responses to the issue.

Statement of the Problem
General: To review and analyze the Exit Interview results as basis for institutional improvement.

Specific: To find out the employees' feedback about the working environment in the college under study.
    1. To determine the different reasons why employees leave the organization.
    2. To find out the problems encountered by the employees during their stay in the organization.
    3. To find out possible solutions on the problems being encountered by the employees.

Objectives of the Study

    The purpose of this study is to examine the findings of the EAC-Cavite exit interview as the foundation for institutional improvement. It also points out the explanations why employees quit the institution, their issues faced when employed at the college under study. Finally, these issues may likely be overcome by the method of reflection included in this analysis.

Theoretical and/or Conceptual Framework

This research was focused on the feedback of the employees in improving not only the organization but also the employees' benefits, professional, and personal development. To be effective in this undertaking, the Exit Interview contained information that can act to improve the organization, in general. The feedback process offered the employees the opportunity to reflect on the processes of employment. Reflection is then used to analyze the feedback. Schon (1983) claimed that reflection is critical to professional learning. The process of reflection is used in this study. Cantillon & Sargeant (2008) uses the Reflective Feedback approach for promoting the employees' critical reflection, self-assessment, institutional-based improvement. This theory is manifested in the Kolb's Learning Theory which is shown below:

Kolb's Learning Cycle, 1984
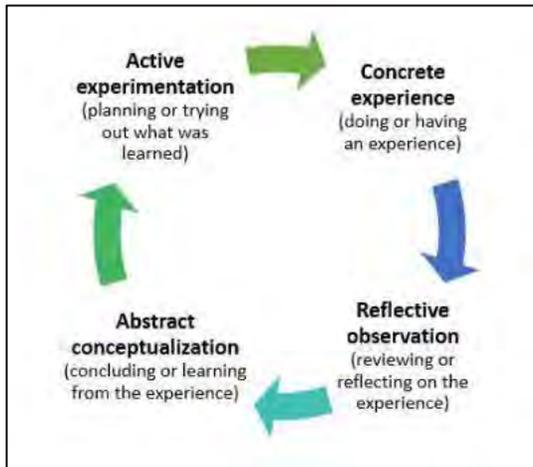
Significance of the Study

This study provided valuable information to review and analyze the exit interview results of employees on the years 2016-2019 at EAC-Cavite. This research became very useful for the institution to improve its policies and procedures pertaining to employees' benefits and to learn the employees' feedback in all other aspects of their employment during their stay at EAC-Cavite.

Scope and Limitation

This study was limited only to the results of the feedback of employees who left the institution from SY 2015 – 2016 and until SY 2018-2019. The problems encountered including possible solutions were part of this study.

Definition of Terms (Conceptual and/or Operational)

The operational definition of the following terms will be discussed:

Exit Interview: Is a meeting with those employees who are leaving the institution for various reasons. It provides the organization with the opportunity to acquire honest feedback from the employees regarding their work experience.

Reflective Feedback: The process of assessing the employees' comments, suggestions, and recommendations to improve the individuals and the system of the organization, in general. These reflective feedbacks will be critically analyzed for further personal and professional development.

Work Environment: Means the work surroundings in Emilio Aguinaldo College -Cavite.

Review of Related Literature/Synthesis

People are the most important assets in an organization. However, people can leave the organization for various reasons. A successful exit interview will assess the achievements and limitations of the organization. Brotherthon (1996) suggests that input appears to be desirable in an exit interview, but often it is tough to speak up. In this opinion, workers will be worried about having good recommendation from their bosses, so it is easier to make a constructive statement than to offer critical comment. Frase-Blunt (2004) claims that all details obtained during an exit interview will give the business or agency a valuable insight on the success and motivation of workers at work. There are people who are completely frank about how they feel without doubt. It would also allow the company to develop, since the purpose of the workers to expose the facts is to strengthen the structure. It would also allow it easier to enhance the exit interview.

He / she enumerated several explanations why people are quitting their organizations in a study published by an anonymous scholar. The

organization should consider these explanations and identify some challenges and problems. In this way the organization itself can address these problems. Therefore, a termination interview is an outlet for staff to let the manager know what they should have learned to fix the issue to prevent employee resignations. Morgan (2018), on the other hand, considers it easy to receive knowledge from direct reviews without upsetting people and bringing down other staff. What's fascinating is having input without fear as Amy Edmonson, one of the leading researchers says they can be frank and do their job excellently when people are safe. On the opposite, another unnamed writer (2020) has learned that workers are always unable to give reviews mainly to others in leadership roles for many factors such as intimidation or actually not having to break their limits. This author described several suggestions about how to send workers input: (1) Ask for reviews: Input should be on a daily basis. (2) Create a framework: pose questions throughout the interview, or inquire, "What should I do differently? "(3) Listen actively: Strive to note down the relevant stuff that the employee has said and explain those phrases to the employee after you hear them. (4) Respond positively: This is a kind of viewpoint that must be accepted by people, but whether you comply with it or not, say " thank you. "(5) Follow through: inform the employee what your strategy is and remind him / her about your intentions and speak frequently with the employee.

Synthesis

Many studies say that feedback is one of the best tools to find out the feelings and experiences of the employees in an organization whether positive or negative. This may be reliable or not due to some employees may not be able to tell the truth. However, the feedback form is the only effective way to find out the problems the employees have encountered, and this could also be the basis for personnel as well as organizational improvement. The authors agreed to Morgan (2018) who employs honesty as one criterion to give feedback without even hurting other people. The above literatures suggest that feedback system should be done on a regular basis and should be conducted in person which is in contrast with this study. This study only utilizes the survey-questionnaire, and this was carefully summarized in excel form. In the future, it is hoped that this study would not only concern about the results of the survey but also how the survey has been conducted.

METHODOLOGY

Research Design/Research Methodology

The research utilized both quantitative and qualitative techniques; thus, this study used a mixed-method type of research. In qualitative approach, it used the Kolb's Learning Cycle (1984) model of reflection where Concrete Experience was determined during the time when the employee stayed in the organization and worked; Reflective Observation was when the employee experienced the work environment and began to observe positive or negative working environment thereby giving his/her reflections; Active Experimentation was the time the employee has to try out some new solutions to some encountered problems from within the organization; and Abstract Conceptualization was the employee has learned something from the experience and began to share this with others. This was the reason why the employee could provide feedback on the organization due to his/her profound experiences. These experiences could be positive or negative, but both have given him/her the opportunity to improve as an individual and the organization to improve its system. It is quantitative because it determined the number of individuals who provided their feedback and the answers to the questions were categorized accordingly using frequency distribution and percentage. The problems were carefully considered by using the word cloud generator technique. The researchers tried to record all the findings and created a theme to improve the organization based on the Kolb's Learning Cycle model.

Research Locale

The research was conducted at EAC-Cavite and those involved employees were the ones who resigned or voluntarily left the institution for several reasons.

Research Participants/Respondents/Sources of Data

In choosing the respondents, they should have worked at EAC-Cavite and have experienced working in any department. The respondents were willing to participate in this study.

Sampling Technique

The study sample included people who had quit the institution for various causes. This analysis used the ***maximum variation sampling*** in which the researchers classify cases with diverse characteristics to

optimize sample variability, typically to achieve the fullest possible variety of views. Any social trends emerging will catch "core" experiences to recognize related concerns (Bueno, 2016, p. 117). The roles may vary from the non-teaching employees, teaching staff, deans, or department heads.

Data Gathering Procedure

The investigation on the various feedback given by the employees whether teaching or non-teaching personnel were carefully summarized in excel form. All the feedback was taken verbatim from the responses of the exiting employees who answered the survey. Their answers were categorized accordingly to create a theme for both personnel and organizational improvements. The form was created by the Human Resource Department and every time an employee leaves the organization, this form is necessary to be filled out before a clearance is issued to them. The various answers by the employees to every question was be tallied and organized. These data were carefully summarized, analyzed, and interpreted. Finally, these were critically analyzed using **summary and interpretation of findings**. This suggested that researchers can look at the interactions in the ways the issues co-occur within the accounts of participants, or check for trends in the kinds of problems posed by people with different positions, and collect information that can more efficiently relate to the study emphasis (Bueno, 2016, p. 155).

Research Instrument(s)

This study used the qualitative-descriptive research covering the feedback from   the previous employees through the Open-Ended Survey Questionnaire from the Human Resource Department.

Data analysis (Statistical Tool and Treatment of Data)

The survey questionnaire was reviewed and analyzed by the researchers. Using the word cloud generator technique, the problems were carefully identified. This was compared with other studies and was also the basis for organizational improvement.

Reasons for Leaving the Organization

Exit interview survey was used to further develop the atmosphere in the workplace by identifying opportunities to improve employee engagement and retention. The outcome of this study was the result of many significant improvements in the personnel management of EAC-Cavite over the years. However, despite of these significant improvements, there were still some inevitable reasons behind every resignations or separations from employment.

The result of exit interviews has been used by most companies these days in order to help them collect the data and insights needed by their organization to promote a more positive work and protect them from possible risks. This section presents the findings of the exit interview results of employees leaving EAC-Cavite based on the collected data of its Human Resource Department from the year 2016 to 2019.

RESULTS

Table 1. List of employee's common reasons for leaving the organization
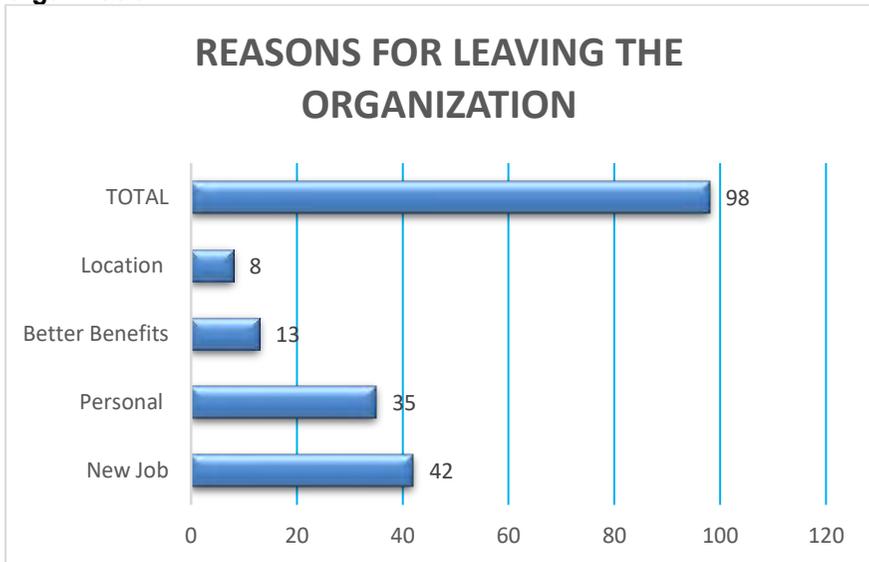
Table 1 shows that among the 98 participants, there were 8 participants or 8% who had difficulty coming to work due to location. This was the least reason why employees resigned from their position. Some of the former employees lived at nearby towns, so it was difficult for them to commute from their location to the workplace. About 13% of employees hinted they left their jobs in search for better benefits. This shows that employees were looking for solid employee benefits package in order to stay in the jobs. Third, the employees left because of personal reasons. Some of these reasons may have included marriage, studies, and going abroad. At times, the changes in the personal lives of employees that compelled them to leave or change their jobs. They may have decided to move to a new city or province for themselves or for others like their family, spouses or partners. For some, the reasons may vary from changes in one's health or family to a sudden adjustment to life status and decisions. The topmost reason was finding a new work opportunity which is 43%.

Out of the 98 who answered the survey, 42 employees who said they left their jobs for new-found opportunities indicated that they accepted their new jobs because of higher salary offered. Other reasons disclosed were better work benefits, flexible schedule offered in the new job and aligned work offered as matching their degrees or specialization.

Problems Encountered by the Employees
Figure 1: Problems Encountered by EAC-C Employees

Based on the above figure, the problems encountered by the employees who resigned from 2016-2019 were: lack of health benefits, low salary, insufficient teachers' training, lack of communication among employees, low motivation, lack of facilities, lack of monitoring strategy in checking the attendance, and short notices on submissions. Employees find the salaries were not competitive as compared to other institutions and unclear job descriptions among non-teaching personnel. Firstly, it was seen that the two most prominent words highlighted are 'health' and 'low'. The word 'health' could have referred to employee concerns on the health benefit package or programs that the organization may need to improve and promote. The word 'low' may have referred to low compensation, low motivation or low morale among personnel. This could have meant a disconnection between the expectation of the employees as to compensation and benefits in the organization vis-a-vis the organization's policies and programs on pay increases, salary adjustments, benefits managements and employee engagement. This inference may seem to be have been supported by the second group of words noticeable on the foreground which are 'unclear', 'benefits', 'training' and 'communication'.
Possible Solutions on the Problems Encountered

Based on the problems encountered by the employees, using the word cloud, most of the suggestions were summarized below and they served as emerging themes for institutional improvement.

Figure 2: Themes for Institutional Improvement

V. Conclusion and Recommendation

In order to strengthen the workplace environment and increase the employees' willingness to collaborate in a work set-up, exit interviews play an important role in the improvement of quality program initiatives of the administration in any organization. Employees who voluntarily leave the organization are sources of valuable information who can give honest feedback about the organization, its culture and system. When done accurately and its results used properly, exit interview results which often turn out revealing and significant catalysts for change in an organization. However, exit interviews are only effective when used to make positive, substantial and meaningful changes in the organization that will put things in its proper order.

Exit interview gives the employer the ability to get clear and honest input from the individuals leaving the organization: they can understand why the employee is leaving; gather information that they can act upon and reduce further loss of talent and may even find a chance to know about competitor information. For the employees who are leaving the organization exit interviews may be a great way to positively signify good relationship and mutual respect: exiting employees may even feel more valued knowing

that they are given a chance to express their reason for leaving the organization; employees may even facilitate referral for possible replacements; and clarify concerns regarding the clearance procedures and last pay.

There were 98 employees who responded to the Open-Ended Survey Questionnaire of personnel who left the institution from 2016-2019. Some of their explanations included: new opportunities, personal benefits with other institutions / company, and location problems. These employees who quit the institution actually enumerated the difficulties encountered and the main reason is the lack of health benefits. Solutions were generated by the study's evolving themes. These themes may be valuable basis in the enhancement of administrative efforts towards quality human resource management. Although, these themes will not exactly prevent employee turnover especially for reasons that are out of the company's control, these may serve as compelling factors to improve employee performance and engagement. The results of this survey can be used as reliable source to identify and address organizational concerns such as minimizing employee turn-over and retaining excellent talents by improving workplace conditions, benefits, processes and systems. For future opportunities, the researchers would like to pursue examining the exiting employees' exit interview findings for the continuing improvement of the organization.

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Community Baseline Survey of Barangay Sitio Bisaya: Basis for Developing a Community Development Programs

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Abstract. Every barangay community implements projects that will benefit their barangay and their people. Implementing these projects with the help of other community will be more effective and faster. In this study, Barangay Sitio Bisaya, the adopted barangay of Emilio Aguinaldo College will benefit to the programs and plan that the school have for the whole barangay community and its people. With the use of survey and gathered data, it will be easier to identify what community programs or projects should be done. The survey will be significant not only to the respondents but also to the whole barangay community. According to Tingley (2014), the use of survey adds to the ability to study a broad array of topics. Broad but not complicated. In the case of Barangay Sitio Bisaya community, it is the simplest possible way of identifying the concern of the respondents in possible different areas of concern.

Community Baseline Survey of Barangay Sitio Bisaya: Basis for Developing a Community Development Programs

INTRODUCTION

Each year, there are new community projects being implemented. They have different goals and purpose to serve the community better. To make the community project more effective, a baseline needs survey is essential. According to Lee et. al (2014), It is recommended to be carried out before planning resource allocation as it could help to identify the needs of the people or the community. After the survey and analysis of the gathered data, adjustment in the community programs and projects follow. The adjustment is one of the best measures in maintaining an effective community program. In addition, according to Carey (2013) needs assessment could improve to meet the needs of the participants

Need is a motivating force that compels action for its satisfaction. Needs range from basic survival needs (common to all human beings) satisfied by necessities, to cultural, intellectual, and social needs (varying from place to place and age group to age group) satisfied by necessities (Thalheim, Jaakcola, and Kiyoki 2017). A needs assessment is a systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants". (Grinnell, Gabor and Unrau, 2018). According to Atherton (2014) institutions need to understand the needs of the students in order to serve them well. In the community level, the researcher and community health manager or social workers need to understand them as well.

When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support and even transform individual partners, resulting in improved program quality, more efficient use of resources and better alignment of goals and programs.

In the Office of External Linkages and Community Outreach of Emilio Aguinaldo College, Cavite, it an important thrust to identify the needs of the community in order to serve them better. This community baseline need survey is an activity that is intended to create a clearer picture of the adopted community for planning and for development of a comprehensive community program.

METHODOLOGY

Study Design

Survey research design was used in the study. The instrument used was adapted to the Emilio Aguinaldo College School of Nursing's Community Outreach Questionnaire and modified some questions to use for this study. The questionnaire is composed of tables and checklists to fill out. The required information is classified into four areas, namely; Health Information, Environmental Sanitation, Agricultural Information and Household Information. They are answered by filling-out or by writing a check on the needed information. The archival data from the Office of External Linkages and Community Outreach was utilized for research purposes to analyze further what action plan will do in developing a community development program.

Participants of the Study

The participants are composed of 106 individuals from the total population of 250 family's population. The participants are the representative from each family living in the barangay. The survey was conducted with the assistance and cooperation of the Community Program Coordinator and the barangay representatives of Sitio Bisaya. The survey administration was a collaboration of teaching and non-teaching employees and volunteer students of Emilio Aguinaldo College-Cavite.

The Subjects

The participants who answered the survey are the representative of each family living in the Barangay Sitio Bisaya. Most of the respondents are females and are mothers and were assisted by the barangay workers/representatives. There is no specific respondent for each household to answer the questionnaire considering most men are at work.

Procedure

Before the giving of the survey form, volunteers of Emilio Aguinaldo College with the assistance of Ms. Iaris Alagon, Director of Office of External Linkages and Community Outreach, discussed first the objectives of the survey, the confidentiality of the information and the terms and conditions that need to agree upon, particularly the ethical concerns of the study. The researchers seek the approval of the participants to participate in the study.

Ethical Consideration

The researchers ensured the participant's safety by keeping the confidentiality of their private practices or any other practices and must not be, disclosed to the public. The participants informed of the procedures, objectives, and aims of the study. Identity of the participants were strictly kept in confidentiality.

RESULTS

In the data analysis, the responses were ranked and presented according to frequency. The percentage is likewise presented.

HEALTH INFORMATION PROFILE/DATA

TABLE 1. PRACTICE OF PLANTING HERBAL PLANTS

PLANTED HERBAL PLANTS	FREQUENCY	PERCENTAGE	RANK
NO	59	65%	1
YES	32	35%	2
TOTAL	91	100%	2

TABLE 2. USE OF IODIZED SALT

USED IODIZED SALT	FREQUENCY	PERCENTAGE	RANK
Yes	55	56%	1
No	44	44%	2
TOTAL	99	100%	2

Table 1 shows that most of the families do not practice planting herbal plants with a frequency of **59 (65%)**, while there are **32 (35%)** who plants herbal plants in their backyard. In table 2, it shows that most of the families use iodized salt in their household in cooking and in food preparation with a frequency of **55 (56%)** versus **44 (44%).**

TABLE 3. FAMILY PLANNING PRACTICE

PRACTICED FAMILY PLANNING	FREQUENCY	PERCENTAGE	RANK
Yes	43	43%	1
No	40	40%	2
N/A	17	17%	3
TOTAL	100	100%	3

TABLE 4. FAMILY PLANNING METHOD

FAMILY PLANNING METHOD	FREQUENCY	PERCENTAGE	RANK
Artificial	36	90%	1
Natural	4	10%	2
TOTAL	40	100%	2

ARTIFICIAL METHODS	FREQUENCY	PERCENTAGE	RANK
Pills	16	44%	1
Others	9	25%	2
Ligation	7	19%	3
IUD	2	6%	4.5
Depo Injection	2	6%	4.5
Condom	0	0%	6.5
Vasectomy	0	0%	6.5
TOTAL	36	100%	7

In table 3, there are 43 respondents' favors and practices the use of family planning or 43% while there are 40 respondents (40%) do not practice family planning. In table 4, 90% or 36 of the respondents prefers artificial family planning method than natural method.

TABLE 5. NATURAL METHODS

NATURAL METHODS	FREQUENCY	PERCENTAGE	RANK
Others	2	50%	1
Rhythm	1	25%	2.5
Withdrawal	1	25%	2.5
Temperature	0	0%	3
TOTAL	4	100%	4

TABLE 6. ARTIFICIAL METHODS

Other type of natural family planning method is more preferred than rhythm and withdrawal as presented in Table 5. On the other hand, in table 6, a pill is the most preferred artificial methods with a frequency of 16 at 44% percent, rank 1.

ENVIRONMENTAL INFORMATION PROFILE/DATA

TABLE 7. TYPE OF TOILET USED

TYPE OF TOILET	FREQUENCY	PERCENTAGE	RANK
Owned: Water Sealed, Sewage/Septic Tank	81	79%	1
Shared/Public: Water Sealed, Sewage/Septic Tank	12	12%	2
Owned Open-pit	5	5%	3
Owned Close-pit	3	3%	4
Shared Open-pit	1	1%	5
Thrown Anywhere	0	0%	7.5
Others (pail system, etc.)	0	0%	7.5
Others	0	0%	7.5
Shared Close-pit	0	0%	7.5
TOTAL	102	100%	9

In table 7, owned water sealed septic tank is rank 1 with a frequency of 81 at 79%. There are also families who shared public water sealed septic tank in rank 2 (12. 12%). Only one family shared an open-pit or 1% in rank 5.

TABLE 8. WATER SOURCE

WATER SOURCE	FREQUENCY	PERCENTAGE	RANK
Own use, faucet, community system	47	46%	1
Shared faucet,	29	28%	2
Peddler	15	15%	3
Private Dug Well	7	7%	4
Own use, Tubed/Piped Shallow Well	4	4%	5
Public Dug Well	0	0%	7.5
Shared, Tubed/Piped Shallow Well	0	0%	7.5
Public Dug Well	0	0%	7.5
Spring Lake, River, Rain	0	0%	7.5
TOTAL	102	100%	8

In table 8, the major source of water of the respondents is the community system with a frequency 47 at 46%, rank 1. Rank 2 is the share faucet (29, 28%) while peddler is in rank 3 (15, 15%). Private dug well and tubed shallow well were in rank 4 and 5 respectively.

TABLE 9. ELECTRICITY SOURCE

ELECTRICITY SOURCE	FREQUENCY	PERCENTAGE	RANK
Meralco	92	95%	1
Solar Power	2	2%	2.5
Other Independent/Local	1	2%	2.5
No Electricity	2	1%	4
TOTAL	97	100%	4

The main source of power among the respondents is the Meralco at 92 (95%), rank 1. Solar power and other Independent Local Electric provider share the same spot in rank 2.5, 2 (2%). There are two families who have do not use electric power.

TABLE 10. WASTE DISPOSAL

WASTE DISPOSAL	FREQUENCY	PERCENTAGE	RANK
Collected	86	85%	1
Burned	4	4%	2
Collected/ Burned/ Composting	2	2%	4.5
Collected/ Burned	2	2%	4.5
River	2	2%	4.5
Thrown Anywhere	2	2%	4.5
Collected/ Composting	1	1%	8
Open-pit/ Burned	1	1%	8
Composting	1	1%	8
Open-pit	0	0%	
TOTAL	101	100%	10

Most of the respondents disposes their waste through the collected disposal system with a frequency of 86 (85%), rank 1. 4 of the families burned their garbage while collected, burned, throwing at the river and throwing anywhere share the same rank (4.5).

TABLE 11. TYPE OF HOME MATERIAL

TYPE OF HOME MATERIAL	FREQUENCY	PERCENTAGE	RANK
Concrete/ Bricks/ Stone	42	40%	1
Half Concrete/ Brick/ Stone & Halfwood	38	36%	2
Wood	13	12%	3
Makeshift/ Salvaged/ Improvised	5	5%	4
No Walls/ Not Reported	3	3%	5
Bamboo/ Sawali/ Cogon/ Nipa	2	2%	6
Abestos/ Glass/ Others	1	1%	7.5
Galvanized/ Aluminum	1	1%	7.5
TOTAL	105	100%	8

In terms of home materials, most of the families have concrete/bricks/stone type with a frequency of 42 (40%), rank 1. It is followed by half concrete type of home materials with a frequency of 38 (36%), rank2. Three families use home without walls with a frequency of 3 (3%), rank 5.

TABLE 12. TYPE OF HOUSE OWNERSHIP

HOUSE OWNERSHIP	NO. (FREQUENCY)	PERCENTAGE	RANK
Owned/ Being Amortized	52	52%	1
Being Occupied for Free with Consent of the Owner	18	19%	2
Government Property	14	14%	3.5
Rented	14	14%	3.5
Others	1	1%	5
TOTAL		100%	5

TABLE 13. HOUSE TYPE

HOUSE MADE	FREQUENCY	PERCENTAGE	RANK
Single House	68	69%	1
Multi-unit Residences	22	22%	2
Duplex	6	6%	3
Extension	2	2%	4
Other Housing	0	0%	5
TOTAL	98	99%	5

Most of the families owned their houses with a frequency of 52 (52%), rank 1 as shown in table 12. Being occupied but with consent from the owner is in rank 2, 18 (19%). Rented and government property share the same rank (3.5, 14, 14%). In table 13, the result shows that 68 or 69% (rank 1) lived in a single house.

TABLE 14. COOKING EQUIPMENT

COOKING TOOLS / EQUIPMENT	FREQUENCY	PERCENTAGE	RANK
LPG	61	59%	1
Kerosene	17	16%	2
Wood	13	13%	3
LPG / Charcoal	5	5%	4
Charcoal / Wood	4	4%	5
Charcoal	3	3%	6
Others	1	1%	7
LPG / Wood	0	0%	8.5
Electricity	0	0%	8.5
TOTAL	104	101%	9

LPG is the most common cooking equipment (61, 59%, Rank 1). It is followed by kerosene (17, 16%, rank 2) and wood (13, 13%, Rank 3). Combination of charcoal and LPG and charcoal and wood were rank 4 and 5 respectively.

AGRICULTURAL INFORMATION PROFILE/DATA

TABLE 15. OWNERSHIP OF THE FARM

STATUS OF OWNERSHIP OF THE FARM	FREQUENCY	PERCENTAGE	RANK
Owned (Sarili)	7	70%	1
Tenant	3	30%	2
Others	0	0%	3.5
Leased	0	0%	3.5
TOTAL	10	100%	4

TABLE 16. SOURCE OF WATER IN THE FARM

SOURCE OF WATER IN THE FARM	FREQUENCY	PERCENTAGE	RANK
Irrigation	4	67%	1
Water District	1	17%	2.5
Others	1	17%	2.5
Irrigation / Rainwater	0	0%	5
Deep well / Rainwater	0	0%	5
Rainwater	0	0%	5
TOTAL	6	101%	6

Most of the families owned their farm with a frequency of 7 (70%), rank 1 as shown in table 15 and being tenant is in rank 2, 3 (30%). In table 16, irrigation is the mainly source of water in the farm with a frequency of 4 (67%).

TABLE 17. AGRICULTUTAL PRODUCTS

AGRICULTURAL PRODUCTS	AREA (FREQUENCY)	RANK
Cacao, Niyog	3 hectares	1
Root Crops, Banana, Talbos, Green Veg.	120 sqm.	2
Green Veg.	20 sqm.	3
Banana	0	4
TOTAL		4

TABLE 18. FARM ANIMALS

FARM ANIMALS	FREQUENCY	PERCENTAGE	RANK
Chicken	85	85%	1
Goat	10	9%	2
Carabao	4	3%	3.5
Pig	4	3%	3.5
TOTAL	103	100%	4

TABLE 19. PET ANIMALS

PET ANIMALS	FREQUENCY	PERCENTAGE	RANK
Dog	40	61.5%	1
Cat	18	27.7%	2
Bird	7	10.8%	3
TOTAL	65	100%	3

Cacao/Niyog is the mainly agricultural products of most families as shown in table 17. Chicken rank 1 in farm animals with a frequency of 85 (85%) and dog rank 1 in pet animals with a frequency of 40 (40%).

HOUSEHOLD INFORMATION PROFILE/DATA

TABLE 20. NUMBER OF FAMILY MEMBERS

MEMBER OF FAMILY	FREQUENCY	PERCENTAGE	RANK
4	26	24.53%	1
5	16	15.09%	2
3	14	13.21%	3.5
6	14	13.21%	3.5
2	9	8.49%	5.5
7	9	8.49%	5.5
1	5	4.72%	7.5
8	5	4.72%	7.5
9	4	3.77%	9
10	2	1.89%	10
11	1	94%	11.5
12	1	94%	11.5
TOTAL	106	100%	12

Respondents with four family members are the highlight of this table. *24.53%* or *26* of the *106* respondents consist of four family members at *rank 1*. It is followed by *15.09%* or 16 respondents who have five family members. Respondents with 3 and 6 family members share the same spot in rank *3.5* with a frequency of *14* respondents or *13.21%*. On the same manner, respondents with 2 and 7 family members share the same spot in rank *5.5* with a frequency of *9* or *8.49%.*

TABLE 21. YEARS OF STAY

YEARS OF STAY	NO. OF FAMILIES (FREQUENCY)	PERCENTAGE	RANK
20	12	12.90%	1
18	10	10.75%	2
19	8	8.60%	3.5
5	8	8.60%	3.5
21	7	7.52%	5
15	6	6.45%	6
1	5	5.38%	7
9	4	4.30%	8.5
6	4	4.30%	8.5
22	3	3.23%	11.5
14	3	3.23%	11.5
10	3	3.23%	11.5
8	3	3.23%	11.5
27	3	3.23%	11.5
23	2	2.15%	15
11	2	2.15%	15
26	2	2.15%	15
25	1	1.08%	21.5
24	1	1.08%	21.5
17	1	1.08%	21.5
12	1	1.08%	21.5
7	1	1.08%	21.5
4	1	1.08%	21.5
3	1	1.08%	21.5
13	0	0%	26.5
2	0	0%	26.5
TOTAL	93	100%	27

The highest frequency *(12)* of families in the community lived for *20 years* in *rank 1.* It is followed by *18 years (10)* in *rank 2. 21 years* of

stay is in **rank 5 (7)**. There are two families with longest staying record at 27 years but only falls at **rank 15.** Lastly, there are **5 families** with **one year** of residency in the community.

TABLE 22. PLACE OF ORIGIN

YEARS OF STAY	NO. OF FAMILIES (FREQUENCY)	PERCENTAGE	RANK
CAVITE	28	29%	1
MASBATE	13	13%	2
LEYTE	9	9%	3
SORSOGON	5	5%	4.5
SURIGAO	5	5%	4.5
BICOL	4	4%	6.5
SAMAR	4	4%	6.5
ALBAY	3	3%	9.5
DAVAO	3	3%	9.5
MANILA	3	3%	9.5
RIZAL	3	3%	9.5
MISAMIS ORIENTAL	2	2%	12.5
ZAMBOANGA	2	2%	12.5
AGUSAN DEL SUR	1	1%	20
BACOLOD	1	1%	20
BATANGAS	1	1%	20
CEBU	1	1%	20
ILOCOS	1	1%	20
ISABELA	1	1%	20
LAGUNA	1	1%	20
NEGROS OCCIDENTAL	1	1%	20
ORMOC	1	1%	20
PANGASINAN	1	1%	20
QUEZON PROVINCE	1	1%	20
TACLOBAN	1	1%	20
TONDO-SAMAR	1	1%	20
TOTAL	97	100%	26

Most of the respondents are original residence of Cavite with a frequency of **28** at **29%** in **rank 1.** It is followed by respondents who came from Masbate with a frequency of **13** at **27%. Rank 3** is from Leyte with a

frequency of **9** at **9%.** Sorsogon and Surigao share the same spot in rank 4.5 with a frequency of 5 at 5%.

TABLE 23. VEHICLE OWNERSHIP

VEHICLE OWNERSHIP (VEHICLE TYPE)	FREQUENCY	PERCENTAGE	RANK
MOTORCYCLE	62	55.35%	1
BICYCLE	18	16.07%	2
TRICYCLE	16	14.28%	3
JEEPNEY	6	5.36%	4
3 WHEEL	4	3.57%	5
CAR	2	1.79%	6.5
OWNER TYPE JEEP	2	1.79%	6.5
BOAT	2	1.79%	6.5
TOTAL	112	100%	8

Most of the families owned a motorcycle with a frequency of **62 (55.35%)** in **rank 1**. Bicycle follows in **rank 2** with a frequency of **18 (16.07%)**. Third rank is the tricycle with a frequency of **16 (14.28%)**. Jeepney **(6, 5.36%)** and three-wheeled vehicle **(4, 3.57%)** were in the fourth and fifth rank respectively.

TABLE 24. AGE GROUP

AGE GROUP	FREQUENCY	PERCENTAGE	RANK
5-9	53	12.2%	1
20-24	52	11.9%	2
15-19	44	10.1%	3
10-14	40	9.2%	4
25-29	39	8.9%	5
2-4	33	7.6%	6
30-34	31	7.1%	7
35-39	28	6.4%	8.5
40-44	28	6.4%	8.5
50-54	21	4.8%	10
55-59	20	4.6%	11
0-1	11	2.5%	12
45-49	10	2.3%	13.5
65-69	10	1.1%	13.5
70-74	5	1.6%	15

60-64	7	0.5%	16
75-79	2	0.5%	17.5
100+	2	0%	17.5
80-84	0	0%	20.5
85-89	0	0%	20.5
90-94	0	0%	20.5
95-99	0	0%	20.5
TOTAL	436	100%	22

TABLE 25. GENDER DISTRIBUTION

GENDER	FREQUENCY	PERCENTAGE	RANK
MALE	140	51%	1
FEMALE	137	49%	2
TOTAL	277	100%	2

TABLE 26. GENDER DISTRIBUTION (CHILDREN)

CHILDREN GENDER (0-4 YEARS OLD)	FREQUENCY	PERCENTAGE	RANK
MALE	31	59%	1
FEMALE	45	41%	2
TOTAL	76	100%	2

TABLE 27. CIVIL STATUS

CIVIL STATUS	FREQUENCY	PERCENTAGE	RANK
SINGLE	168	64%	1
MARRIED	86	33%	2
WIDOWED	5	2%	3
SEPARATED	3	1%	4
DIVORCED	0	0%	5
TOTAL	186	100%	6

TABLE 28. DISTRIBUTION ACCORDING TO RELIGION

RELIGION	FREQUENCY	PERCENTAGE	RANK
CATHOLIC	247	89%	1
CHRISTIAN	22	8%	2
INC	5	2%	3
MUSLIM	4	1%	4

BUDDHIST	1	0%	5
PROTESTANT	0	0%	6.5
AGLIPAYAN	0	0%	6.5
TOTAL	278	100%	7

TABLE 29. TYPE OF SCHOOL

TYPE OF SCHOOL	FREQUENCY	PERCENTAGE	RANK
PUBLIC	75	94%	1
PRIVATE	5	6%	2
TOTAL	80	100%	2

TABLE 30. EDUCATIONAL ATTAINMENT

EDUCATIONAL ATTAINMENT	FREQUENCY	PERCENTAGE	RANK
SECONDARY	91	49%	1
ELEMENTARY	55	30%	2
COLLEGE	36	19%	3
VOCATIONAL	4	2%	4
MASTERAL	0	0%	5
TOTAL	186	100%	5

TABLE 31. MONTHLY INCOME

MONTHLY INCOME	FREQUENCY	PERCENTAGE	RANK
10K-29K	43	54%	1
BELOW 10K	28	34%	2
30K-70K	8	10%	3
141K-250K	1	1%	4.5
251K-500K	1	1%	4.5
71K-140K	0	0%	6.5
500K+	0	0%	6.5
TOTAL	81	100%	7

TABLE 32. SOURCES OF INCOME

SOURCES OF INCOME	FREQUENCY	PERCENTAGE	RANK
SALARY	19	49%	1
OTHERS	13	33%	2
STORE (BUSINESS)	6	15%	3
PENSION	1	3%	4
REMITTANCE	0	0%	5
TOTAL	39	100%	5

DISCUSSION

The primary objective of the research is to identify the needs and propose or develop a program/s for the adapted community of the school and its people. In this chapter, the conclusions were derived from the findings of this study on the questionnaire collected from the respondents. Results were presented through tables shown in the results. The conclusions were based on the purpose, research questions and results of the study. The implications of these findings and the resultant recommendations were also explained. Recommendations were based on the conclusions and purpose of the study.

In Health Information Profile, people living in the Barangay Sitio Bisaya shows good level of concern in their health. Most people choose to plant vegetables in their backyard than herbal plants that can be used in healing but most of them used iodized salt in cooking, which is good in health and is safe to consume with minimal risk of side effects. And, people living in this Barangay, practice family planning where they consider the welfare of their children and their health. Good family planning with the help and assistance of their Barangay health workers help its people to understand its importance and benefits for their family. Seminars concerning family planning and health tips can be given to people in the barangay, as it can add to their knowledge on how they will give care for their family.

In Environmental Sanitation Information, people living in the Barangay also shows good level of concern in the environment where they lived. Good quality of light and water sources, have their owned water sealed or septic tank and with proper waste disposal are some good ways to maintain the cleanliness and sanitation in their environment. Officials and workers in the Barangay also informed their people the importance of having clean environment and promote proper hygiene to prevent

diseases and other consequences of ill-health. Being the adapted community of Emilio Aguinaldo College, aid and assistance can be given to them.

In Agricultural Information, it shows that people have good source of income where many are working and have stable job. Some have farm animals and agricultural products that can be sell in market and can be source of their food. Most of them owned their farm and have good soil and source of water in their farm.

In Household Information Profile, shows the number of the family living in the Barangay, how long they stay in their house, members of the family who are children and senior, gender and other information regarding their profile. It is important to identify and know the profile of people living in the community to inform them about their roles as citizen in taking care of their environment and be able to address their needs while living in the community.

Recommendations

The highlights of the profile summary of the Barangay that can be considered as basis for developing a community development program may focus more on how they can improved their lifestyle and properties they have and proper maintenance of good doings and cleanliness of their environment where they lived. People of Barangay Sitio Bisaya, have given knowledge on how importance the cleanliness in their community and proper ways on doing it. Now a days, that viruses can spread very fast in one person to other it is important to maintain the proper hygiene for everyone. Learning how to maximize the use of their lands/farms, animals and products that they get from it, is a big help for them to survive in their everyday life.

Being the adopted community of Emilio Aguinaldo College Cavite, with the help and management of Office of External Linkages and Community Outreach, there are program/s that can be develop and implement that can help the people in the Barangay to improve their lifestyle and living. The Emilio Aguinaldo College and Officials of Barangay Sitio Bisaya seeks to improve the quality of life of its people and aiming for effective results where community members will share their responsibility.

For health concern, free seminars and activities for children and parents can be conducted depending on their needs, donating and giving things needed for their maintenance of hygiene such as masks, alcohols and sanitizers that can be used in today's pandemic and doing medical and dental missions and other health related seminars and activities are some that Emilio Aguinaldo College can give and offer, through

coordination and participation of their Barangay and health worker officials.

For agricultural concern, Emilio Aguinaldo College can give knowledge and seminars for entrepreneurship on how they will improve their life, career and activities or programs regarding livelihood and improve the products they have. It will not just improve the life of the people but also the whole barangay community.

For environmental concern, Emilio Aguinaldo College can help in maintaining the cleanliness in the barangay. Continuation of doing the cleanup drive programs for the barangay can also give people awareness how important to have a clean environment.

Seminars and Activities Given to the Barangay Sitio Bisaya are the following:

Medical and Dental Mission
Gift Giving-Pamaskong Handog
Library Community Outreach
Entrepreneurship: Katuwang sa Kaunlaran ng Sitio
Spread Love Not the Virus #Stay Negative
Cervical and Breast Cancer Awareness Program
Enhance of Friendly Relations Within the Family
Health Risk Assessment
Toda Ni Juan
Community Health and Wellness Program
Nutrition Program
Clean Up Drive "Kalinisang Biyaya Para sa Sitio Bisaya
Gender and Development Awareness in the Community and
Livelihood in the Go: Fashion Accessories.

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Career Goals and the Net Generation: Understanding the Challenges in Career Choices of Selected Students of the Emilio Aguinaldo College Cavite

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KEYWORDS:

Career
Goals
Choices
Challenges
Decision-making

Abstract. The Academic Year 2018-2019 witnessed the entry of the first batch of senior high school (SHS) graduates of the Department of Education's K-12 program to college. Prior to the commencement of AY 2018-2019, the Commission on Higher Education (CHED) issued CHED Memorandum Order (CMO) No. 105 series of 2017 which contained CHED's policy on the admission of SHS graduates to higher education institutions (HEIs) for that academic year. The study aims for EACC to achieve a better understanding of the process's students undertake when choosing their career paths and the factors influencing these choices in order to come up with appropriate career guidance programs in their respective schools. This study is significant because, theoretically, it will contribute to a better understanding of the processes Filipino students undergo when choosing their college courses and the motivations behind these choices. Empirically, this student is significant to EACC as it will serve as guide in formulating better policies, programs and strategies (e.g. improve curriculum and career guidance programs) in order to help freshmen students, take on the appropriate career path that would lead to the attainment of their career goals.

Career Goals and the Net Generation: Understanding the Challenges in Career Choices of Selected Students of EAC Cavite

I.   INTRODUCTION

AY 2018-2019 witnessed the entry of the first batch of senior high school (SHS) graduates of the Department of Education's K-12 program to college. Prior to the commencement of AY 2018-2019, the Commission on Higher Education (CHED) issued CHED Memorandum Order (CMO) No. 105 series of 2017 which contained CHED's policy on the admission of SHS graduates to higher education institutions (HEIs) for that academic year. In the said CMO, CHED declared that, "all Grade 12 graduates beginning Academic Year 2017-2018 are eligible to enter college regardless of the track or strand taken in the Senior High School." It also said that, "no Grade 12 student or graduate shall be denied acceptance in applying for college entrance examinations in the HEIs."

With the CMO democratizes the admission process of HEIs and liberalizes the options of students in choosing their college courses (as opposed to following their SHS track or strand, which is the goal of the K-12 program), this policy could potentially cause problems to students achieving their career goals at the soonest time possible. In terms of curriculum design, the SHS was designed for students to choose among four disciplinal tracks (academic, sports, arts and vocational/technical/livelihood) depending on the career plans. Each strand aims to provide specific knowledge and skills set to students as required by their chosen tracks. Because of this, foundation subjects for major courses are already being taken at the SHS level in preparation for advanced subjects to be taken by students at the tertiary level. By not taking on the same track/strand, students need to take bridging classes in the courses that they decide to enrol in for them to be able to have the foundational knowledge and skills set needed in this new track.

OBJECTIVES OF THE STUDY

The study aims for EACC to achieve a better understanding of the process's students undertake when choosing their career paths and the factors influencing these choices in order to come up with appropriate career guidance programs in their respective schools.

Specifically, this study aims to:

1. Profile freshmen students of EACC based on their socio-demographic and socio-economic characteristics, basic education (SHS) background and college courses enrolled in.
2. Identify immediate and ultimate determinants of career choices of freshman college students of EACC.
3. Identify challenges encountered by students in the process of choosing their college programs.

CONCEPTUAL FRAMEWORK

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┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│ College         │     │ Intervention    │     │ Development     │
│ Students'       │     │ process of      │     │ Plan for the    │
│ Profile and     │ ──> │ the             │ ──> │ Career and      │
│ responses       │     │ respondents'    │     │ Guidance        │
│ in the          │     │ selection       │     │ Office          │
│ Survey          │     │ of the          │     │                 │
│ Items           │     │ college         │     │                 │
│                 │     │ program         │     │                 │
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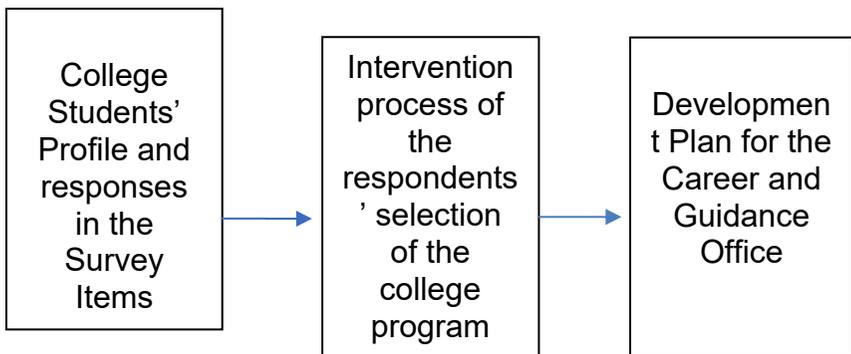
Figure 1. Conceptual Paradigm of the Study

The college students' profile and their responses in the survey items have served as the input in doing this research. An intervention process was done in designing the Career and Guidance Office's Development Plan in which it is served as an output of this research work.

SIGNIFICANCE OF THE STUDY

This study is significant because, theoretically, it will contribute to a better understanding of the processes Filipino students undergo when choosing their college courses and the motivations behind these choices. Empirically, this student is significant to EACC as it will serve as guide in formulating better policies, programs and strategies (e.g. improve curriculum and career guidance programs) in order to help freshmen students, take on the appropriate career path that would lead to the attainment of their career goals.

REVIEW OF RELATED LITERATURE/SYNTHESIS

According to Lopez (2018), this problem of misalignment even starts earlier. In her study entitled, Congruence of Grade 11 Students Chosen Career Path with their NCAE Result and Factors Affecting their Career Decision: Basis for a Career Planning Program, conducted in selected private schools in Region 1, results show that only a little more than half (54.5%) of the respondents who knew their National Career Assessment Examination (NCAE) results used/considered the results in choosing the SHS track/strand. Majority of those enrolled in STEM and ABM considered their NCAE results, while majority of those enrolled in TVL and HUMSS did not. Results further show that overall, congruence of curricular choice with the recommended curricular track and strand in the NCAE result of the student is only 49%. The highest percentage of students enrolled in a track congruent to their NCAE results are those enrolled under STEM and ABM, while those under HUMSS and TVL tracks have NCAE results with different track recommendations.

NCAE results and personal goals are important indicators of students' interests and capacities, students' career decisions. However,it is also influenced by several other factors. Available studies (Morgan, et al., 2001; Yazici&Yazici, 2010; Haase& Lautenschlager, 2011; Edmods, 2012; Fizer, 2013, Olmide and Olawaiye, 2013; Kiziltepe, 2015; SalahJaradat, 2015) show two categories: internal and external. Internal factors include factors related to personal interests and preferences, ability and aptitude, and personality. External factors, on the other hand, include those that are related to family and community needs and values, prestige and social status, and job/income opportunities. In the Philippines, available studies reflect the same categories (Reyes &Galang, 2009; Pascual, 2014; Aguado, et al., 2015; Lopez, 2018). While several studies have been conducted on students' career decisions, a dearth in literature exists when it comes to identifying the immediate and ultimate reasons behind students' choices of career paths to achieve their career goals. For instance, in the work of Melguizo and Wolniak 2011; Montmarquette et al. 2002; Wolniak and Pascarella 2005 found that college students are prone to choosedegree programs that lead to jobswithhigher salaries which is common in the Philippines in the past years. This phenomena issupported by the study of Salami and Salami (2013); Cheung et al.,(2013); Fan et al., (2014); Bubić and Ivanišević, (2016); Hui et al., 2018.Other factor that is common in the Philippine context is the major role of parents in their children's career decision making. Although, it was revealed in the study of Qiu (2017) that more students nowadays made their career decision with less influence from their parents and family members and less affected by traditional values system.

The need to provide a deeper understanding of the processes that undergo when choosing their college courses is very important, including the "whys" and the "hows" of those choices. These information are critical to schools, particularly those involved in career guidance programs because these will be able to provide a more holistic perspective on students' career decision process.In view of the HEIs' role to equip graduates with knowledge and skills that would allow them to pursue their career goals and eventually contribute to the larger socio-economic development of the country, a study on understanding tertiary students' career path choices is being proposed to be conducted by EACC to selected students. The study proposes to look into the motivations of respondents in choosing their career paths, the process they undergo when deciding on the courses they will take when they enter college, the immediate and ultimate reasons for choosing their college courses, and the perceptions that they attach to these choices vis-à-vis their career goals for the future.

II. METHODOLOGY

RESEARCH DESIGN/RESEARCH METHODOLOGY

This study will be utilizing a mixed method research design specifically, the embedded type. Mixed methods research design employs both quantitative and qualitative approaches. According to Creswell (2009:203), "the problems addressed by social and health science researchers are complex, and the use of either quantitative or qualitative approaches by themselves is inadequate to address this complexity." The mixed methods design will be used in the study to attain both descriptive (profile/factors/motivations of students) and interpretive (processes/meaning-making aspects of career decisions) objectives of the study.

Also from Creswel (2012) embedded type of mixed method is used to collect quantitative and qualitative data simultaneously or sequentially to support both types of data. Both the quantitative and qualitative data will be gathered by survey questionnaire. A survey questionnaire will be used to gather data on the profile of the students, their immediate and ultimate reasons in choosing a career path, and the problems they encountered in the process. Content validity of the questionnaire will be evaluated by respected professionals in research. Respondents will answer the validated survey in a Google form online to avoid close contact. It was utilized for health reason due to the current pandemic.

RESEARCH LOCALE

The research locale is at the EAC-Cavite. With the worldwide pandemic, EAC Campuses alternative to former face to face is the online class using a learning management system that can be accessed through mobile devices. The respondents will receive an email containing the link of the Google form.

RESEARCH PARTICIPANTS/RESPONDENTS/SOURCES OF DATA

Subjects of the study will be freshmen students enrolled in the STEM, ABM and HUMSS related degree programs of EACC. The data shall be retrieved through Google form.

SAMPLING TECHNIQUE

The sample population will be purposive. The criteria were: 1.) first year college student during the conduct of the study, 2.) graduate of SHS program, and 3.) officially enrolled at EAC-Cavite of the academic year 2020-2021. This is the academic year where the classes are online with learning management system as a platform. To maintain the safety of the researchers and the respondents, online data gathering was utilized. The pool of respondents will be emailed with the Google form link attached and data will be consolidated and will be subject for interpretation.

DATA GATHERING PROCEDURE

Permission to conduct the study will be obtained from the VPAA of EACC. Informed consent was obtained from the respondents before administration of the questionnaire. Anonymity of the participants will be strictly observed in compliance to data privacy law.

RESEARCH INSTRUMENT(S), DATA ANALYSIS (STATISTICAL TOOL AND TREATMENT OF DATA)

Data for the quantitative part will be analyzed using frequency counts, weighted means and ranking. To support the quantitative, two questions in the survey answerable by statement to obtain a qualitative data. The qualitative data will be analyzed using simple coding and textual analysis and also tallied in frequency. Specifically, it shall uses frequency of related responses to create a cluster of concepts.

III.   RESULTS

1. **Profile of the respondents.** From the 150 students who were emailed by the researchers by purposive selection from the schools' data system,the researchers gathered 75 psychology, 25 accountancy, 7 civil engineering and 5 education students with a total of 108 as the respondents of the study. 76.9 % are female, 19.4 % are male, 1.9 % prefer not to say, and 1.9 % pansexual. 83.3% (90) graduated from private senior high school while 16.7 (18) graduated from public senior high school. 83.2% (89) graduated from other senior high school while 16.8% (18) graduated from EAC-C senior high school.

2. **Determinants of Career Choices.** The respondents were asked to answer a A.) Checklist type of responses, and B.) Statement type of responses. The responses are presented in the table.

Table 1.1 Determinants of Career Choices: Checklist Responses

Determinants	Frequency	Percentage	Rank
Personal choice	82	27.7	1
Better career opportunities	50	16.9	2
Inspired by hobbies/interests	42	14.2	3
Same strand/track in SHS	41	13.9	4
Influence from inspiring individuals	28	9.5	5
Inspired by parents or relatives	27	9.1	6
Influence of social media	9	3.0	7
Inspired by my teachers	8	2.7	8
Influence of family or cultural tradition	5	1.7	9
Others (parents' choice, parents' suggestion, pre-law, psychological well-being)	4	1.4	10
	296	100%	

Personal choice 79.5% (82) emerged as the main determinant of career choice. Next are Better career opportunities 16.9% (50) and third is inspired by hobbies and interests 14.2% (42). The last rank was the option Others with 1.4% (4) responses.

Table 1.2. Determinants of Career Choices: Statement Responses

Determinants	Frequency	Percentage	Rank
To help others	20	19.2	1
Inspired by parents or relatives	15	14.4	2.5
Inspired by hobbies/interests	15	14.4	2.5
Personal development	13	12.5	4
Better career opportunities	12	11.5	5
Pre-med/Pre-law	6	5.8	6
Flexibility of the program	5	4.8	7.5
Same strand/track in SHS	5	4.8	7.5
Inspired by my teacher(s)	3	2.9	9.5
Personal choice	3	2.9	9.5
Curiosity	2	1.9	12
Influence of family or cultural tradition	2	1.9	12
Influence of immersion	2	1.9	12
Enlightened by life experience	1	1.0	13
	104	100%	

Helping others 19.2% (20) got the rank one spot in the responses for statement. Inspired by parents and Inspired by hobbies and interests shared the same rank at 14.4% (15).It is followed by Personal development 12.5% (13) and Better career opportunities 11.5% (12). The last rank was Enlightened by life experience 1% (1).

3. Challenges Encountered in Career Decision-making.

Table 3. Challenges Encountered

Challenges	Frequency	Percentage	Rank
Capability to survive	16	18.6	1.5
Confusion and uncertainty	16	18.6	1.5
Family choice	15	17.4	3
Tuition and other expenses	8	9.3	4.5
Thinking about the future	8	9.3	4.5
Not aligned with strand	4	4.7	6.5
Judgement from others	4	4.7	6.5
No identified challenges	3	3.5	8.5
Commitment or lost of interest	3	3.5	8.5
Peer pressure	2	2.3	10.5
Choosing and selection	2	2.3	10.5
Better career opportunities	1	1.2	14
Influence of immersion	1	1.2	14
Enlightened by life experience	1	1.2	14
Lack of info about the program	1	1.2	14
Adjustment to culture	1	1.2	14
	86	100%	

Capability to survive in the currently enrolled program and Confusion and uncertainty shared the same rank at 18.6% (16). Next is Family choice of program 17.4% (15). Tuition and other expenses and Thinking about the future at 9.3% (8) shared the same rank. Better career opportunities, Influence of immersion, Enlightened by life experience, Lack of information about the program and Adjustment to culture were in the last rank 1.2% (1).

IV.   DISCUSSION

The respondents' general profile is mostly composed of females, students from private schools, and most are Non-EAC SHS graduate. The respondents age ranges between 18-21. In table 1, Personal choice, Better Career opportunities and Inspired by hobbies and interests were in the first three ranks. Two of these (personal choice and inspired by hobbies and interests) were internal factors (Morgan, et al., 2001; Yazici&Yazici, 2010; Haase& Lautenschlager, 2011; Edmods, 2012; Fizer, 2013, Olmide and Olawaiye, 2013; Kiziltepe, 2015; SalahJaradat, 2015) while Better career opportunities falls under external factors. This shows the respondents confidence and independence in their career choices. Also, it shows that they are less influenced by their parents or from other family members, this result that was parallel to the work of Qi (2017). Qi found that students were no longer traditional when it comes to their career choices. This is also an indication among the respondents that they do not rely on the external factors alone but mostly in the internal.

In table 2 (Statement type question), the main determinants were "To Help others" as rank 1, can be drawn from the profile of the respondents wherein, most of them graduated from Humanities and Social Sciences Strand and they mostly came from psychology program. This result realizes the educational goal of the HUMSS strand that is anchored in helping and mostly human services oriented. "Inspired by parents" and "Inspired by hobbies and interests" shared the same rank (2.5). Inspired by hobbies supports the result of table 1. This further indicates that the respondents were independent in the career choices. Inspired by hobbies and interests could be anchored to exploration stage of Super's (in Betz, 1994) Development of self-concept. A stage at ages 15-25 where young adults are active on trying different interests and hobbies that may later part of their career decision-making as well as other life choices. "Inspired by parents" shows that the respondents are still influenced by their parents or relatives. According to Liu (2020) even if the parents are not directly involved in decision-making, they would still affect young adults in the career explorations, an indication of a social influence. Also from Liu, parents have the so called expert power to their children in terms of decision-making.

In terms of challenges encountered in career decision-making (see table 3). Capability to survive, confusion and uncertainty shared the same rank (1). This indicates that the respondents are worried about their survival in their chosen program and at the same time, they experienced confusion in the process. Family choice in rank 3 supports the result "inspired by parent" in Table 2. In summary, the result shows that the respondents decision-making are mostly influenced of internal factor with the support of the external factors.

CONCLUSIONS

The result indicated that the respondents are generally influenced by internal factors in their career decision-making. "Helping others" is an indication that they are service oriented. Furthermore, they are worried in their capability to survive in their chosen program. Their confusion and uncertainty in the decision-making process were emphasized. Despite of the findings that the respondents decided mainly on personal choice in their chosen program, the parents and significant others role were still highlighted as one important factors. Lastly, the result further emphasize that the role of the external and internal factors were both important.

RECOMMENDATIONS

This research is further recommended to be conducted in a bigger population of first year students. Also, related areas can be explored such as career decision-making strategies and or college survival strategies. The "willingness to serve and to help" of respondents is also a good area to explore among the HUMSS strand graduate and may be compared to non-HUMSS. This research further recommends a career guidance service focused on capability building in surviving tertiary education and information caravan or campaign to help them understand better their chosen field to assist the confused students in career-decision. The career program shall be conducted to a lower year level population specifically, the senior high school.

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