



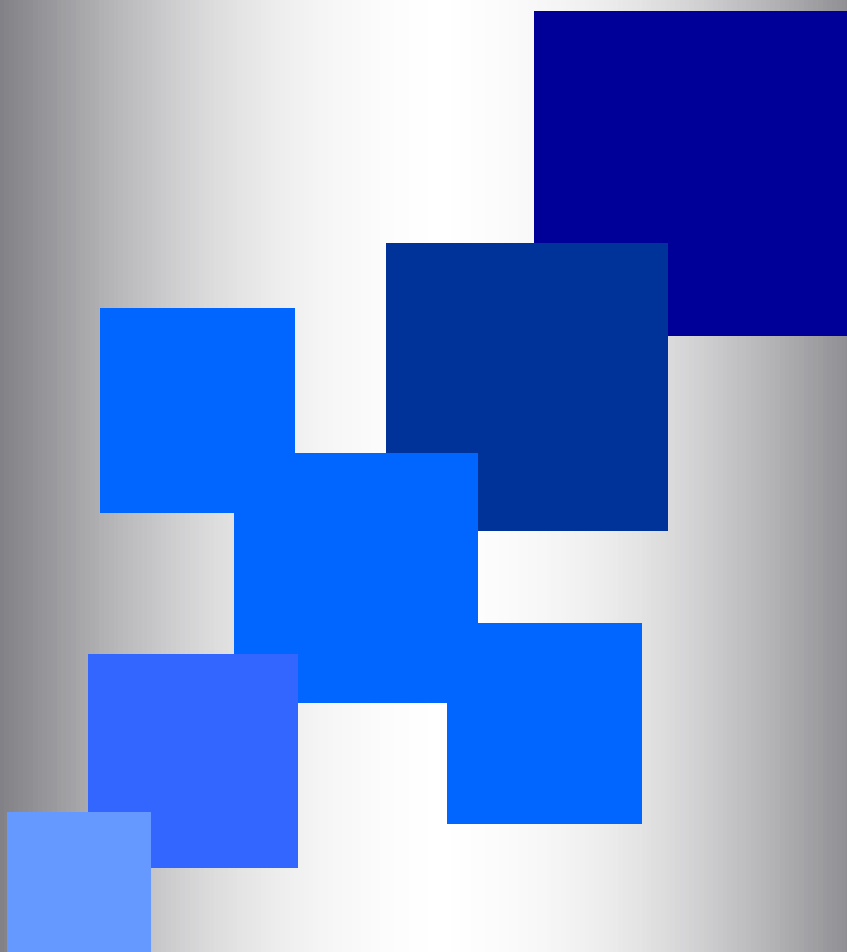
Pananaw

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The DWCL Research Journal

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The manuscript should be written in English and/or Filipino. For articles in Filipino, the abstract should be in English. The manuscript should be original and should not have been published or submitted for publication in other journals. Brief biographical note consists of the author's educational attainment, specialization, present position/rank, email address, contact number and current research projects of the author.

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EDITOR'S NOTE

In a higher education institution the continuous search for knowledge is sustained by a vibrant research culture supported by administrators, faculty and students. These stakeholders produce by themselves research outputs that enhance the compendium of knowledge the institution already possesses. Research results are disseminated in various ways but the most common avenue is publication. A research institution, like the Divine Word College of Legazpi, nourishes the research process by fostering faculty researchers and student thesis writers. Outputs of such research process are disseminated through the publication of a research journal, *Pananaw*; periodic printing of school monographs, *Aiming High*; and, conducting faculty and student research colloquium.

Pananaw, in its fifth volume, showcases some of the exemplary researches of students both in the graduate and undergraduate levels. These thesis articles went through scrutiny by internal and external referees and editors.

Oliver Reduta delved on the level of financial literacy of Oas Public Secondary school teachers wherein he found out that majority of the teachers relied on the advice of sales staff of financial institutions. They also relied on advice from friends and relatives. They are easily persuaded to avail of loans. Thus, the level of financial literacy of Oas public secondary school teachers on financial knowledge is low, financial attitude is low but financial behavior is high.

On the other hand, Maria Cecilia V. del Puerto studied on the “Civil Society Organizations in Participatory Governance thru the Bottom-up Budgeting (Bub) Process in the Province of Camarines Norte.” She revealed that the Local Government Units (LGUs) were not able to comply with some of the policies and guidelines involved in the process, particularly the Procurement Process and Conduct of LPRAT meetings. Moreover, the Civil Society Organizations participate highly in the BuB process. Likewise, the prevalent factors that affected CSO participation in the BuB process include: conflict in schedules, short notice of invitation, lack of transportation money, loss of income, and political influence. Lastly, it was recommended to provide financial support, make CSOs feel that they are part of the government, and

listen to their concerns by considering projects that respond to their needs in order to enhance the participation of CSOs in the BuB process.

“A Proposed Youth Formation Program in Public Senior High Schools in Ligao City” was the title of the study conducted by Mary Jane V. Ordiz. The study revealed that the youth activities in school will lead to youth’s growth and development. With the formulated vision by the school coordinators of the senior high schools, the youth must be properly oriented and taught the skills and knowledge to become productive citizens of the nation. In terms of their formulated mission, it was stated that developing core values is essential in character formation. Further, with effective projects and activities, the leadership skills of the youth will then be developed. When it comes to the goal of the YFP, values formation should go hand in hand with good leadership. Then all programs and projects must be learner-centered so that their needs will be addressed properly.

Meanwhile, Aljon Lana conducted a study on the work-life balance and workplace stress of the managers in Sutherland Global Services Legazpi. The results revealed that there was a lack of work-life balance among the managers of Sutherland Global Services Legazpi. Also, it did not indicate a strong evidence that there is a correlation between the work-life balance and the work place stress and recommended strategies that can be developed in order to address the issues faced by managers in terms of their work-life balance and work place stress.

Also, John Michael Llantos Cambusa and Hans Christian Gulinao assessed the role of Ako Bicol Party-list in the attainment of the Sustainable Development Goals. The study concluded: The roles of the AKB in the attainment of the SDGs were through Constituency Services, partnership with the Government Agencies, and Laws and Bills Sponsorship. On the constituency services, the highest role of SDG was on promoting the goal of Quality Education but the overall role was rated average. On the views of government agencies, the role was confirmed as partnership, mostly by providing financial assistance, helping their beneficiaries in accessing the programs of the agency and by providing manpower. On the laws authored by AKB, the laws mostly addressed the goal on Quality Education.

In this volume, thesis summaries from the Graduate School of Business and Management are also included, which delved on the following subjects: barangay governance, the Social Security System, DSWD Conditional Cash Transfer Program, Occupational Safety and Health, Philippine Ports Authority Roll-On-Roll-Off Terminal Fee, personal Financial Management practices, operational system, and job satisfaction.

Pedro B. Bernaldez, DPS, DBA, PhD

The Level of Financial Literacy of Oas Public Secondary School Teachers

Oliver A. Reduta

Graduate School of Business and Management

Abstract

People face challenges on financial decisions whether it be on savings, insurance or investment projects. Financial instruments have become increasingly complex and individuals are presented with new and evermore sophisticated financial products. Access to credit/loans is easier than ever before and opportunities to borrow are copious. However, there is evidence that many individuals, among them teachers, are not well-equipped to make sound financial decisions. The purpose of this study was to determine the level of financial literacy of public secondary school teachers in Oas, Albay Philippines. The study focused on the teachers of the nine (9) public secondary school teachers in Oas, Albay, with a population of 209 teaching personnel. A survey was conducted using a developed questionnaire consistent with the measures proposed by the OECD (2015). The questionnaire consists of items, asking the respondents to evaluate their financial knowledge, attitude and behavior. Data analysis was performed with the aid of a Microsoft Excel. Analysis was done using frequency counts, percentages, means, ranks, standard deviation and the information generated were presented in tables and charts to facilitate descriptive analysis. To analyze the relationship between socioeconomic and demographic variable and financial literacy the Phi Coefficient and Percentage Difference was used.

The school teachers of Oas Public Secondary School are female, considered as “millenials”, married with the required baccalaureate degree with post baccalaureate or master’s units/ degree. Most of their occupational status are on entry level. The majority of them have low level of aggregated family income. The majority of the respondents relied on advice of the sales staff on financial institutions. Also they relied on advice from friends / relatives either working or not in the financial services industry. Hence, they are easily persuaded to avail of loans. The level of financial literacy of Oas public secondary school teachers on financial knowledge is low, financial attitude as low but financial behavior is high. The overall financial literacy level is low.

Men have higher financial literacy than women. Also, married individuals have slightly higher level of financial literacy than single individual. Furthermore, there is a weak positive relationship between educational level and level of financial literacy.

Keywords: *financial literacy, socioeconomic and demographic variable, public school teachers*

The need for financial literacy continues to be relevant in the 21st century. The continuous change in economic and social environment influences people's financial decisions. Financial structure has been more complex, sophisticated and growing rapidly (Lusardi & Mitchell, 2011). The role played by governments and employers in managing investments on behalf of individuals has shrunk significantly in the recent past as a result of changes in the social support structures across the world. This has increased individuals' responsibility in managing their own finances and securing their financial freedom. In an environment where the range and the complexity of financial products continue to increase, it is imperative that individuals develop nuanced understanding of the world of finance to be able to make choices that are most appropriate to their financial goals and needs (Lusardi & Mitchell, 2011). Allan Greenspan (2002) reveals on the other hand, that the financial world has become so complex today compared to the generation before when a simple knowledge of how to maintain savings and checking account is more than enough.

Defining Financial Literacy

Although widely researched, financial literacy does not have an exact definition (Hung, Parker, & Yoong, 2009). There are varied perceptions and discussions as to what the definition of financial literacy is (Fernandes, Lynch Jr., & Netemeyer, 2014; Remund, 2010). Accordingly, The President's Advisory Council on Financial Literacy (PACFL, 2008) defines it as the knowledge of basic economic and financial concepts as well as the ability to use that knowledge and other financial skills to manage financial resources effectively for a lifetime of financial well-being. It is also, described as an understanding of basic money management such as; budgeting, saving, investing and insuring (Worthington, 2006). Further, it also includes an understanding of the adverse consequences that result from these basic concepts including inflation, time value of money, investment, risk

diversification and interest rates (Lusardi, Mitchell & Curto, 2010). Atkinson and Messy (2012) simply define it as the ability to make informed decision with regard to the use and management of money. Additionally, financial literacy is the possession of the basic fundamentals and notion that is critical to an individual making wise decisions with regard to the proper use of money (Garman & Gappinger, 2008). Organisation for Economic Co-Operation and Development (OECD) briefly defines it as a combination of financial knowledge, attitude and behavior necessary to make sound financial decisions and eventually achieve financial well-being.

Financial Literacy around the World

Despite its importance, international surveys reveal that many of the world's population suffer from financial illiteracy and measures to address the issue moving forward is necessary (Lusardi & Mitchell, 2011; Atkinson & Messy, 2012; Brown & Graf, 2013; Thaler, 2013; World Bank, 2014). Effective financial literacy strategies focused on priorities should be conceptualized in order to determine the individual financial literacy level. The Organisation for Economic Co-Operation and Development (OECD, 2015) conceptualizes financial literacy as a combination of awareness, knowledge, skill, attitude, and behavior required to make financial decisions and ultimately achieve individual financial well-being. In the view of Criddle (2006), financial literacy embraces the understanding of choices from different financial instrument which helps in creating financial goals.

The S&P Global Financial Literacy (FinLit) Survey of 143 economies conducted in 2014 by Klapper, Lusardi and Oudheusden, revealed that financial literacy ranges from 13 to 71 percent among those countries, with Norway, Sweden, and Denmark sharing the top spot and Yemen at the bottom. Globally, according to the survey only one in three adults, or 31 percent, showed an understanding of basic financial concepts such as numeracy, risk diversification, inflation and compound interest (saving and debt). The survey also revealed that financial literacy is higher among the well-off, well educated, and those who utilize financial instruments.

In the same survey conducted by Lusardi, Klapper and Oudheusden (2014), it was discovered that only 25 percent of Filipino adults are financially literate, highlighting the need to boost awareness and access to financial services. The Philippine government recognizes

the need for financial education and training. In fact, per Republic Act No. 10922, the 2nd week of November every year is declared as Economic and Financial Literacy Week. The main goal of the law is to develop national consciousness on economic and financial literacy. The potential growth and development of the nation could be realized through the people who are able to make sound financial decisions and share their expertise in improving and managing financial policies and programs.

It can be concluded that financial literacy is a major challenge faced by all countries globally. Several international studies consistently indicated that women have lower financial literacy levels than men (Lusardi & Mitchell, 2011; Atkinson & Messy, 2012; Brown & Graf, 2013). It was also revealed that higher educational attainment is highly correlated with financial literacy (Thaler, 2013). Further, Atkinson and Messy (2012) perceived that financial literacy tends to be higher among adults ages 30-40 years old, thus lower among young and elderly individuals. Furthermore, it was reported that singles are more likely to have lower financial literacy than married individuals (ANZ Banking Group, 2008). The studies of Atkinson and Messy, (2012) and Monticone (2010) established that low financial literacy is associated with low income levels.

Financial Literacy: Why It Matters

Financial literacy is essential to everyone and not just to investors. It carries significant meaning for the average individual on the day to day management of their finances such as: household budgeting, funding the children's education, investing, getting life insurance and ensuring enough money after retirement (OECD, 2006). While financial literacy has always been important, the need for financial education has assumed greater urgency in many countries as an ever wider range of financial products and financial services have been marketed to consumers (Hall, 2008). Understanding money matters like creating and managing a budget, paying down debt while saving for emergencies, and creating achievable financial goals, is an important step for anyone making and spending money.

Similarly, individuals tend to make bad decisions related to financial management because they lack understanding of basic financial concepts. Thus, individuals who are financially literate have the ability to make informed financial choices regarding saving, investing, borrowing, and more. According to Lusardi and Mitchel (2011), having an adequate

understanding of basic financial concepts plays an important role, specially these days when financial products have been made available to the public. Other countries are boosting access to financial institution to increase number of credit and savings account. Moreover, changes in the pension landscape transfer decision-making responsibility to participants who previously relied on their employers or governments for their financial security after retirement.

In addition, financial ignorance carries significant costs. Consumers who fail to understand the concept of interest compounding spend more on transaction fees, run up bigger debts, and incur higher interest rates on loans (Lusardi & Tufano, 2009; Lusardi & Scheresberg, 2013). They also end up borrowing more and saving less money (Stango & Zinman, 2009). Meanwhile, the potential benefits of financial literacy are manifold. People with strong financial skills do a better job planning and saving for retirement (Behrman, Mitchell & Soo, 2012; Lusardi & Mitchell, 2014). Financially savvy investors are more likely to diversify risk by spreading funds across several ventures (Abreu & Mendes, 2010).

Consistently, financial literacy matters on many levels. It helps people manage their financial affairs and improve their standard of living. But it also makes an important contribution to the soundness and efficiency of the financial system and to the performance of the economy of a country. Financial literacy helps in enhancing the nature of money related administrations and add to financial development and advancement of a nation. Significantly, financial literacy matters on the awareness level, concrete know how on financial products available and knowledge on monetary decision making. Financially literate individuals have the ability to make informed financial choices regarding saving, investing and more. Thus, there is an association between low level of financial literacy and adverse financial problems. According to Sporakowski (1979), financial problems have a clear negative consequence on employees' health and job performance. Financially troubled employees do bring their financial related issues to their work, thus affecting their productivity, the organization's overall profit figure and also the work culture in the long run. Furthermore, Brown and Graf (2013) found that many employees were suffering from stress as a result of money problems. They observed that poor financial behaviors include: over indebtedness, unwise use of credit, bad spending decisions, poor money management and inadequate resources to make ends meet. Recently, public school teachers in the Philippines have been in the

spotlight due to over indebtedness. According to DepEd Secretary Leonor Briones “financial literacy is crucial for teachers especially that teachers’ debt has accumulated to Php 170 billion from legitimate institutions’. Imelda, et al. (2017) found in their study that financial literacy of professional teachers in the Philippines is very low.

This study on the level of financial literacy of public secondary school teachers in Oas, Albay Philippines is deemed timely and relevant. The findings of the study can serve as bases for recommendation for addressing the need for financial trainings and can help stakeholders to devise appropriate strategies in order to improve the financial well-being of the teachers in the country. In addition, most studies on financial literacy have been conducted in developed nations like US, Australia, UK and others. Very few research studies have been carried out in developing countries like the Philippines. Furthermore, the target population in most of those studies were college students rather than employee population. To fill this gap, this study sought to find out the level of financial literacy of public secondary school teachers in Oas, Albay Philippines.

This descriptive study focused on determining the level of financial literacy of public secondary school teachers of Oas, Albay Philippines. Specifically, it aimed to answer the following:

1. What is the socioeconomic and demographic profile of Oas public secondary school teachers highlighting their: gender, age, marital status, educational level, occupational status, aggregated family income and trainings on financial literacy?
2. What are the common sources of financial information/advice of Oas public secondary school teachers in financial decision making suggestive of their level of financial literacy?
3. What is the level of financial literacy of Oas public secondary school teachers along the three financial constructs: financial knowledge, financial attitude and financial behavior?
4. What relationship exists between the selected demographic profile and level of financial literacy of Oas public secondary school teachers?
5. What financial literacy training may be formulated to fill the income shortfall of selected Oas public secondary school teachers?

Conceptual Framework

Conceptual framework creates a preview of the study through diagrammatic presentation, it also graphically shows the relationship between the dependent and independent variables (Mugenda & Mugenda, 2003). Figure 1 illustrates the conceptual framework of this study.

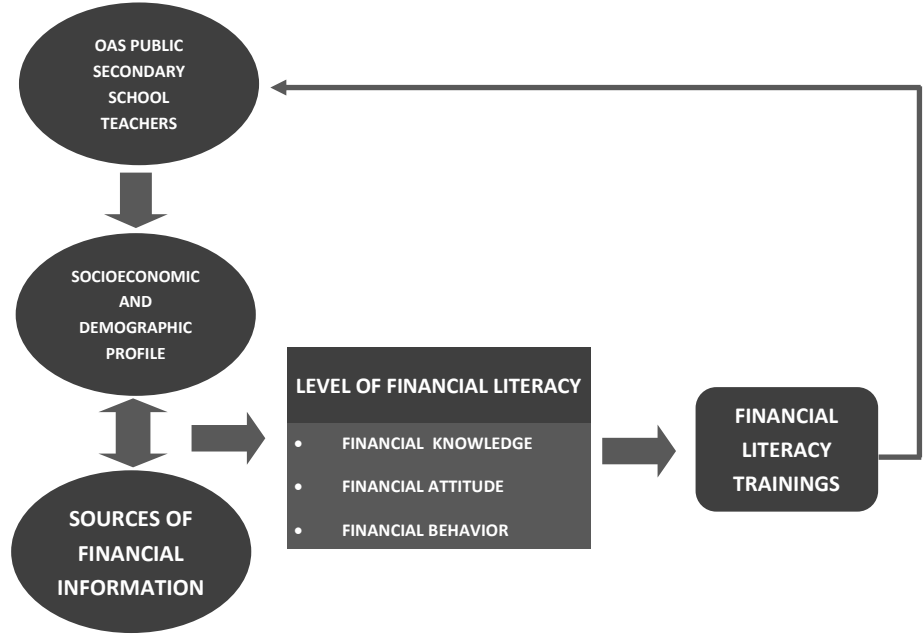


Figure 1. The Level of Financial Literacy of Oas Public Secondary School Teachers

Research Hypotheses

Based on the conceptual framework and relationship found in review of related literature. The following Hypotheses were formulated:

- H₀: Men and Women have the same level of financial literacy.
- H₀: Level of financial literacy does not vary according to age.
- H₀: Financial Literacy is independent of educational level of individuals.

Method

Research Design

This study used the descriptive research design with the survey questionnaire as the main data gathering tool. Saunders, Lewis and Thornhill (2009), define research design as a concrete and comprehensive outline which include; the place of the study, the timeframe of the data collection and how the researcher will go about collecting and analysing the data. Descriptive research is mainly used when gathering information about the present condition of the population or sample being studied for the purpose of description and interpretation. This type of research involves the analysis, interpretation, comparison, identification of trends and relationships (Aggarwal, 2008). Questionnaires regarding financial literacy were broadly used and have been shown to be reliable through a variety of tests. The use of questionnaires comprises exhibiting stability in measuring of financial literacy across items (Hung, Parker, & Yoong, 2009).

Population and Sampling

The research was conducted in Oas, Albay, covering all of the nine (9) public secondary schools of the town. All nine (9) of the public secondary schools in Oas Albay were included in the study, namely: Sabino Rebagay Memorial High School, Oas Polytechnic High School, Saban National High School, Manuel Andaya Bustamante High School, San Juan High School, Tobog National High School, Maramba National High School, San Miguel High School and Balogo High School. All teaching personnel from these nine schools were included in the study. Of the total 209 teaching personnel of the nine (9) public secondary schools in Oas, Albay, only 151 respondents returned their completed questionnaires yielding a retrieval rate of 72.25%. The distribution of respondents per school is shown in Table 1.

Table 1
Response rate
Source: Fieldwork

Name of School	Respondents	Retrieved Questionnaires	Percentage
Oas Polytechnic School	51	36	70.59
Saban National High School	25	21	84.00
San Juan High School	23	18	78.26
Maramba National High School	25	16	64.00
Balogo High School	27	19	70.37
San Miguel High School	16	9	56.25
Sabino Rebagay Mem. High School	14	11	75.57
Tobog High School	15	11	73.33
Manuel Andaya Bustamante High School	13	10	76.92
Total/Average	209	151	72.25

Instrumentation

The survey questionnaire was developed consistent with the framework or model by the OECD (2015) presented to the research adviser for corrections and suggestions. After several revisions, the draft questionnaire was then submitted to the members of the thesis committee during the proposal defense for further review, corrections and suggestions. Some more revisions were made before it was pretested with ten teachers in Oas South Central School in Oas, Albay.

The questionnaire had three parts. The first part contained the socioeconomic and demographic profile of the respondents. The second part contained questions pertaining to the respondents’ common sources of financial information indicative of their level of financial literacy. The last part of the questionnaires aimed to determine the level of financial literacy of the respondents along the three financial constructs; financial knowledge, financial attitude and financial behavior.

Content Validity

For content validation, the survey was piloted in Oas South Elementary School involving ten (10) teachers. The final draft of survey questionnaire after the pilot testing was further evaluated by two individuals who were knowledgeable in personal finance to ensure content validity and clarity. The necessary improvements on the instruments were accordingly done by the researcher.

Data Gathering Procedure

To carry out the data collection, the researcher administered the instrument on January 15 to 26, 2018. The questionnaires were administered face to face to the respondents through personal visitation in the school with a written approval from the principal and/or school head. Along with the questionnaire, an approved consent letter was handed to the respondents who, after reading the terms, the majority of the subjects agreed to participate in the study.

The questionnaire consisted of items, asking the respondents to evaluate their financial knowledge and provide information in terms of their financial attitude and financial behavior. Some items took the form of objective test assessing the respondents' knowledge of financial terms such as; interest, time value of money, investment, risk diversification and inflation. The study adopted the objective test approach in measuring individuals' level of financial literacy. Having been found to assess the respondents' financial knowledge more objectively than self-assessment (OECD, 2015).

To measure the financial literacy level, three sets of structured measure were used which included the three financial construct (financial knowledge, financial attitude and financial behavior) suggested by the framework or model of OECD (please see appendix E). Initially, in order to gauge the respondents' financial knowledge, a set of multiple choice questions adopted from Van Rooij, Lusardi and Alessie (2011) and the OECD (2015) was used. The questions were designed to assess the respondents' awareness, understanding and knowledge on basic financial concepts such as; interest, time value of money, investment, risk diversification and inflation. For each question, a value equal to 1 was

assigned for the correct answer and a value equal to 0 for the incorrect answer. The respondents' average score across all questions were computed and further converted into percentage scores.

Further, a 5-point Likert-like set of statements was used in order to determine the financial attitude of Oas public secondary school teachers. It aimed to capture inner emotional contrivance that may hinder or support behaviors towards financial well-being. The tool consisted of statements regarding confidence, motivation and attitude on financial management such as; setting financial goals, saving money and budgeting. Agreement or strong agreement to the statement suggests favourable financial attitude. A value of 1 was assigned to every 4 (agree) or 5 (strongly agree) response and a value of 0 was assigned to every 1 (strongly disagree) to 3 (undecided) response following the interpretation of Lusardi and Mitchell (2015).

Additionally, to measure the respondents' financial behavior, a 4-point Likert-like set of statements consistent with the measure proposed by the OECD (2015) was used. It described the actions and behaviors required in achieving positive outcome that would lead to financial literacy. Agreement or strong agreement to the statements regarding financial goals, living within the mean, tracking family expense and saving means favourable behavior in managing finances. A value of 1 was assigned to every 4 (agree) or 5 (strongly agree) response and a value of 0 was assigned to every 1 (strongly disagree) to 3 (undecided) response in relation to Lusardi and Mitchell (2015). Also, a set of questions regarding budgeting, savings and having emergency funds was used, answerable with a yes or no. A value of 1 was assigned to every "yes" response and a value 0 to every "no" response.

Finally, the respondents' average scores across all three financial constructs were computed and further converted into percentage scores. The resulting percentage scores were interpreted as a representation of the respondents' financial literacy level. The resulting percentage scores were grouped into three categories: 80% or higher (high level of knowledge), 60-79% (medium level of knowledge), and below 60% (low level of knowledge) following the interpretation of Danes and Hira (1987), Volpe, Kotel and Chen (2002). Specific to this study, the resulting percentage scores were arbitrarily grouped into two categories: 75% and above (high level of financial literacy) and below 75% (low

level of financial literacy) following DepEd's definition of satisfactory mastery performance level (MPL).

Statistical Treatment

Data analysis was performed with the aid of a Microsoft Excel. Analysis was done using frequency counts, percentages, means, rank, standard deviation and the information generated were presented in the form of charts and tables. To analyse the relationship between socioeconomic and demographic variable and financial literacy, Phi Coefficient was used. The Phi Coefficient is a statistical tool used to measure the strength of association between two nominal variables, and it takes values from 0 to 1. Values close to 0 indicate a weak association and values close to 1 indicate a strong association between the variables. The Phi Coefficient (ϕ) is a symmetric measure, in the sense that it does not matter what variable is placed in the rows and what variable is placed in the columns. In this study, socioeconomic and demographic variables such as; age, marital status, educational level, occupational status and aggregated family income were transformed to dichotomous variable (Mitchell, 2007), to enable the researcher to use Phi Coefficient.

Arbitrarily and specific to this study, socioeconomic and demographic variable were transformed into dichotomous variable as follows: age was transformed into "millenials" for respondents age 41 years old and younger; "baby busters" for age above 41 years old. The variable marital status was transformed into "Never Married" for respondents who are single and single with dependent status and "Ever Married" for respondents who are married or legally separated. The variable educational Level was transformed into "With Baccalaureate Degree" for bachelor's degree holder and "With Post Baccalaureate Units/Degree" for respondents with masters and doctorate units; Masters and Doctorate degree holder. The variable occupational status was transformed into "Level 1" for teachers I position and "Level 2" for teachers II, III, MT, HT. Lastly, the variable aggregated family income was transformed into "Low Level Income" for respondents who earn lesser than Php30,000 and "High Level Income" for respondents who earn more than Php30,000 (please see appendix F&G).

Reduta, O.A.

The Phi Coefficient is computed using the following formula:
where,

X_2 – is the chi square value

N – is the population

The interpretation for the phi coefficient is similar to the Pearson Correlation Coefficient. The range is from -1 to 1, where:

0 is no relationship.

1 is a perfect positive relationship: most of the data falls along the diagonal cells; and

-1 is a perfect negative relationship: most of the data is not on the diagonal.

To test the hypothesis of the study, The Percentage Difference was used. This method measures the relationships between two variables arranged in a 2 x 2 contingency table. The degree of association is measured by the amount of difference between percentages in different columns of the same row, or in different rows of the same column, depending on which variable is called dependent or independent. Its value goes from 0 percent when there is no association, to 100 percent, when there is complete association (Mitchell, 2007).

Results

Socioeconomic and Demographic Profile of Oas Public Secondary School Teacher

Part A of the questionnaire aimed to capture the respondents' gender, age, marital status, educational level, occupational status, aggregated family income and trainings on financial literacy. To enable the researcher to apply the planned data analysis, data transformation was done splitting the data into two categories (dichotomously). The dichotomy is arbitrary and applicable only to this study. Microsoft Excel Data Analysis was used. The data are presented in Table 2.

Table 2

Socioeconomic and demographic profile of the respondents
(N = 151)

Profile		Freq	(%) *
Gender	Male	31	20.53
	Female	120	79.47
Age	“Millennials” (1982 - 1990)	99	65.56
	“Baby Busters” (1943 - 1981)	52	34.44
	Never Married (single and single with dependents)	52	34.44
Marital Status	Ever Married (married and legally separated)	99	65.56
	With Baccalaureate Degree	77	50.99
Educational Level	With Post Baccalaureate Units or Degree	74	49.01
	Level 1 (Teacher I,)	114	75.50
Occupational Status	Level 2 (Teacher II, III,MT / HT)	37	24.50
	Low Level Income (below Php 30,000)	104	66.87
Aggregated Family Income	High Level Income (Php30,000 or higher)	47	33.13
	With Training (YES)	36	23.84
Trainings on Financial Literacy	Without Training (NO)	115	76.16

*adjusted percentage

The majority of the respondents are female (120 or 79%), consistent with the observation that the teaching professions is predominantly a female occupational field. The respondents’ ages were categorized into “The Millennials Generation” (99 or 65.56%), in agreement with the statement that the Philippines has the most young workforce in the world. Most of the respondents were married (99 or 65.56%) with an aggregated family income of lesser than Php30,000 (104 or 66.87%) in consistent with the findings that majority of the respondents belonged to teacher I “level 1” position with a salary of Php20,179 (DepEd). Majority or (115 or 76.16%) of the respondents had “NO” trainings of financial literacy, in agreement to this study that the level of financial literacy of the respondents is low.

Respondents’ Common Sources of Financial Information

In this study, the respondents were asked about the common sources of financial information and/or advice they use. Under this section, the respondents were allowed to select in the options that applies for common sources of financial information and/or advice. The results have been presented in Table 3.

Table 3
Sources of financial information
(n=151)

Sources of financial information	Freq	(%)*
Sales staff of the financial institutions	46	30
Friends/relatives (who work in the financial services industry)	27	18
Social media (Facebook, YouTube, Twitter etc.)	24	16
Friends/relatives (not working in the financial services industry)	20	13
Television or Radio Programmes	16	11
Internet	8	5
Newspaper Articles	8	5
Mobile banking message	0	0

*adjusted percentage

Table 3. shows that the majority of the respondents (46 or 30%) relied on “information from sales staff of the financial institutions” as their source of financial information and/or advice, which is consistent with the statement that they are easily persuaded to avail of loans from lending institutions. It is noteworthy, that only (24 or 16%) of the respondents relied on social media as their sources of financial information despite the availability and free access to wide array of financial information which can increase their level of financial literacy. Unavailability of newspaper in their respective school makes it harder for the respondents (eight or five%) to rely on this source of financial information. Lastly, mobile banking message has not been effectively used as a source of information in the Philippines, evidence that not one of the respondents relied on this source.

Levels of Financial Literacy of the Respondents

In this study, respondents were presented sets of questions regarding their financial knowledge, attitude and behavior to assess their level of financial literacy. The percentage score were arbitrarily grouped into two: high level (75% and above) and low level (below 75%).

Table 4
Teachers' financial knowledge

Key Question Regarding	CORRECT RESPONSES (%)	INCORRECT RESPONSES (%)
1. Interest	49.66	50.34
2. Time Value of Money	51.17	48.33
3. Investment	46.94	53.06
4. Risk Diversification	66.44	33.56
5. Inflation	72.79	27.21
AVERAGE SCORE	57.40	42.60

Table 4 shows that 72.79% of the respondents had financial knowledge regarding inflation. Similarly, 66.44% of the respondents had financial knowledge regarding risk diversification. Lastly, 49.66% of the respondents had financial knowledge regarding interest. Overall, the average score of the respondents on questions regarding financial knowledge was 57.4%.

Table 5
Teachers’ percentage scores on financial attitude

Variable Statement	Percent (%) Score	Std. Dvtn
1. It is important to set goals for the future	96.03	0.016
2. I worry about the future; I don’t live only in the present.	70.20	0.037
3. I dislike buying things because it makes me feel good	34.00	0.039
4. It is important to build a family spending plan.	22.52	0.034
5. I prefer to save money for the future than to spend it.	65.56	0.039
Average	56.29	0.238

Table 5 shows that 96.03% of the respondents agreed with the statement “It is important to set goals for the future’. And only 22.52% of the respondents agreed with the variable statement “it is important to build a family spending plan”. Overall, the average percentage score of respondents for financial attitude was 56.29% with a standard deviation of 0.238.

Table 6
Teachers’ percentage scores on financial behavior variable

Variable Statement	RESPONSES	
	YES	NO
1. With a household budget	122 (80.79%)	29 (19.21%)
2. With Savings & Investment Account	127 (84.11%)	24 (15.89%)
3. With Emergency Fund	59 (39.07%)	92 (61.93%)

Table 6 shows that 122 or 80.79% of the respondents had a household budget. It is worth mentioning that only 59 or 39.07% of the respondents had an emergency fund, which could be a major factor in managing their finance that is why respondents resort to loans. Thus,

recent evidence of debt equity states 46.94% of the respondents allot above 40% of their salary for debt or loan payment (see appendix H). Consistent with the findings those public school teachers are suffering from over-indebtedness. Overall, the average score of respondents for questions regarding financial behavior was 67.99 percent.

Table 7

Percentage score for Likert-like statement regarding financial behavior

Variable Statement	Percentage Score (%)	Std. Dvtn
1. Before I buy something I carefully consider whether I can afford it	96.69	0.015
2. I set financial goals and try to achieve them	86.75	0.028
3. I am tracking my personal and family expenses	76.82	0.034
4. I save a part of my income every month	70.86	0.037
TOTAL AVERAGE SCORE	82.78	0.114

Table 7 shows that 70.86% of the respondents agreed with the statement “I save a part of my income every month”. Also, 76.82% of the respondents agreed with the statement “I am tracking my personal and family expenses”. Lastly, 86.75% of the respondents agreed with the variable statement that “It is important to set financial goals and try to achieve them”. Overall, the average score of the respondents for statements regarding financial behaviour was 76.44%.

Overall Financial Literacy Levels

In general, there were 17 items that comprise the overall score to assess the level of financial literacy of the respondents. Respondents who got above 75 percent score or higher was considered to possess a high level of financial literacy.

Table 8
Respondents’ overall level of financial literacy

Level of Financial Literacy	Freq	Percent (%)
1. High Level of Financial Literacy (75% and above 75%)	66	44.00
2. Low Level of Financial Literacy (below 75%)	85	56.00
TOTAL	151	100

Table 8 presents the overall financial literacy level of the respondents. It can be seen that 66 or 44% of the respondents possessed a high level of financial literacy while majority, 85 or 56% of the respondents possessed a low level of financial literacy.

Relationship between socioeconomic and demographic profile with level of financial literacy

To analyse the relationship between socioeconomic and demographic variable and level of financial literacy, frequency distribution for each value of the explanatory variables is presented in table 8. Furthermore, in the last column of the table is the Pearson’s chi square association measure - $-X^2_2(1, N = 151) - [\varnothing \text{ value in brackets}]$ between each pair: explanatory variable x financial literacy.

Table 9 shows that there was a statistically moderate positive relationship between gender and financial literacy level with a \varnothing value of .356. Furthermore, there was no statistical relationship among age, marital status, aggregated family income, educational level, occupational status taken separately with financial literacy level. Lastly, there was a statistically weak positive relationship between financial literacy trainings and financial literacy level with a \varnothing value of .212.

Table 9

Socio-economic and demographic variable with financial literacy

Profile	Dichotomous Variable	Financial Literacy		Chi Sq (ϕ value)
		High (f)	Low (f)	
Gender	Male	21	10	4.38*
	Female	56	64	[0.356]
Age	“Millennials” (1982-1990)	31	66	0.154
	“Baby Busters” (1946-1976)	15	37	[0.012]
Marital Status	Never Married (Single, Single with dependents)	33	64	1.29
	Ever Married (Married, Legally Separated)	13	39	[0.106]
Educational Level	With Baccalaureate Degree	21	56	0.968
	With Post Baccalaureate Units or Degree	25	47	[0.079]
Occupational Status	Level 1 (Teacher I)	34	80	0.827
	Level 2 (Teacher II,III, MT &HT)	14	23	[0.068]
Agg Family Income	Low Level (below Php30,000)	33	71	0.506
	High Level (above Php30,000)	15	32	[0.041]
Fin Lit Trainings	With Training (Yes)	15	21	2.59*
	Without Training (No)	31	82	[0.212]

(ϕ values range from 0 (no relationship) to ± 1.0 (perfect relationship))

Verification of Hypotheses

To test the hypotheses of the study, percent point difference method was conducted. Percentages are computed along the independent variable (gender, age & educational level) and compared along the dependent variable (level of financial literacy).

The first hypothesis focused on the relationship between gender and financial literacy level. The null and alternative hypotheses are: H_0 : *Men and Women have the same level of financial literacy.* H_2 : *Men have higher level of financial literacy than women.*

Table 10 shows the percentage difference of gender with level of financial literacy. The percentage of male respondents who possessed a high level of financial literacy was 67.74 percent and 46.67 percent were female. Registering a 21.07 percent point difference between gender and level of financial literacy. To conclude, there was a slight difference (21.07%) in the level of financial literacy between male and female with the male exhibiting a slightly higher level of financial literacy than their female counterpart. Therefore, data in this study showed that men had a slightly higher level of financial literacy then women.

Table 10
Gender relationship to level of financial literacy

Financial Literacy	Sex		[% diff]
	Female	Male	
1. High Level of Financial Literacy (75% and above 75%)	(46.67%)	(67.74%)	[-21.07%]
2. Low Level of Financial Literacy (below 75%)	(53.33%)	(32.26%)	[21.07%]
Total	100%	100%	

Percent point difference values range from 0 (no difference) to ± 1.0 (100% difference)

The second hypothesis focused on relationship between marital status and level of financial literacy. The null and alternative hypotheses are: H_0 : *Level of financial literacy does not vary according to age.* H_2 : *“Millennials” have higher level of financial literacy than “Baby Busters”.*

Table 11

Level of financial literacy to age.

Financial Literacy	Age	“Millennials”	“Baby Busters”	[% diff]
1. High Level of Financial Literacy (75% above 75%)		(31.96%)	(28.85%)	[3.11%]
2. Low Level of Financial Literacy (below 75%)		(68.04%)	(71.15%)	[-3.11%]
Total		100%	100%	

Percent point difference values range from 0 (no difference) to ± 1.0 (100 difference)

Table 11 shows the percentage difference of age with level of financial literacy. The percentage of “Millennials” with high level of financial literacy was 31.96% and 28.85% were “Baby Busters”, displaying a 3.11% percent point difference between age and level of financial literacy. To conclude, there is a negligible or practically no difference in the level of financial literacy between “millennials” and “baby busters”. In this study “millennials” and “baby busters” have the same level of financial literacy.

The third hypothesis focused on the relationship between educational level and level of financial literacy. The null and alternative hypotheses were: H_0 : *Financial Literacy is independent of educational level of individuals.* H_2 : *Individuals with higher educational level have higher level of financial literacy.*

Table 12

Educational level relationship to financial literacy

Level Financial Literacy	Educational	With Post Baccalaureate Units or Degree	Baccalaureate	Total [% diff]
1. High Level of Financial Literacy (75% and above 75%)		(34.72%)	(27.27%)	[7.45%]
2. Low Level of Financial Literacy (below 75%)		(64.38%)	(72.73 %)	[-7.45%]
Total		100%	100%	

Percent point difference values range from 0 (no difference) to ± 1.0 (100% difference)

Table 12 shows the percentage difference between the educational level and the level of financial literacy. Data shows that, 34.72 percent of respondents with post baccalaureate degree/units had a high level of financial literacy and 27.27 percent among respondents with baccalaureate degree, registering a 7.45 percent point difference between educational level and level of financial literacy. Data show that there was a weak positive relationship between educational level and level of financial literacy.

Discussion

Learning the basics on finance plays a major role in shaping responsible attitudes and behaviors with regard to the administration of personal finances, and financial literacy is an essential component of a successful career life. This study aimed to determine the level of financial literacy of Oas public secondary school teachers. In particular, there were four objectives that guided the analysis of the data. The first objective was to determine the demographic and socioeconomic profile of selected public secondary school teachers. The second objective was to identify the common sources of information or advice used by selected public secondary school teachers. The third objective was to determine the level of financial literacy along the three financial constructs (financial knowledge, financial attitude and financial behavior). The study also sought to identify the relationship of selected demographic and socioeconomic profile with financial literacy level.

The target population of the study was 209 teaching personnel of the nine (9) public secondary school in Oas Albay. Survey questionnaires adopted from the model or framework of OECD (2015) was administered face to face and after retrieval, only 151 questionnaires were collected representing 72% retrieval rate. Data analysis was carried out using Microsoft Excel.

The most common sources of information/advice that the respondents relied upon were information from the sales staff of financial institutions. Moreover, respondents also relied on advice of friends/relatives working or not working in the financial services industry. This shows that they had been easily encouraged by personnel or staff from different financial institutions to avail of their services especially loans. This is reflected in the result of the study that all of the respondents had

existing loans to pay and 46.94 percent of the respondents allot more than 40 percent of their salary to pay their debts/loans (see appendix E). These results confirmed the statement of DepEd Secretary Briones that the majority of public teachers suffer from over indebtedness. Also, it can be surmised that public school teachers lacked interest on information or medium of financial information that is widely available on Television, Social Media and on Internet. Information that could have added to their sources to enhance their awareness, knowledge and understanding on basic concepts in managing personal finances.

The financial literacy level among selected public school teacher in Oas, Albay was relatively low with 56 percent of the teachers acquiring below 75 percent average score. The results is similar to the study of Imelda, et al. (2017) which revealed the level of financial literacy of professional and pre-service teacher in the Philippines is low. It also raises doubts on the effectiveness of teachers teaching financial management to their students. Teachers cannot portray the importance of savings and investments to their students if they themselves do not do so. Another finding that was very evident was that 61.93 percent of the teachers had no emergency fund. This result is similar to the research of Collins and Gjertson (2013), which found that individuals who fail to put up emergency funds are financially illiterate. Emergency fund is an integral part of having a sound financial well-being. It acts as a form of insurance against unexpected, irregular and unpredictable expenses. It also prohibits teachers from availing loans from financial institution should the need for immediate finance arises.

Another major finding that is noteworthy is that teachers had a household budget but did not have the discipline to follow it. It is consistent with the study of Nyamute and Maina (2010) that individuals who execute their household budget are financially literate. Household budget can provide teachers the list of what their needs are and exempt their wants from their household budget. Another key finding worthy of attention is that 53.06 percent of the respondents lacked knowledge on investment. The result is consistent with the findings of the study of Bhusahan (2014) that a financially literate individual has the knowledge on investment and can effectively choose financial instrument by evaluating the risk and returns associated with it.

Three demographic factors: gender, age and educational levels were analysed to determine if they had a relationship with financial

literacy levels. Gender had a positive moderate relationship with the level of financial literacy of Oas public secondary school teachers. The results show that males were indeed more financially literate than their female counterparts. The findings are consistent with the works of Danes and Hira (1987) and Beal and Delpachitra (2003) which found that generally, males have higher level of financial literacy than their female counterparts. This result is consistent with the observation that the male being the head of the family should have the upper hand in terms of managing finances. This observation can be explained by the findings of earlier studies that reported low enthusiasm levels among the females on financial matters (Chen and Volpe, 2002). This tells a lot that men have a high sense of confidence and prove themselves superior in terms of financial knowledge and interpretation. These findings confirm that gender had a significant relationship with the level of financial literacy as confirmed by previous studies.

Relationship between educational level and level of financial literacy was also analysed. It was observed that there was a slight positive relationship between educational attainment and level of financial literacy. In particular, those teachers who had post baccalaureate units or degree exhibited a high level of financial literacy compared with those who had baccalaureate degrees only. This, is consistent with earlier researches (Cude, 2010; Dvorak & Hanley, 2010; Chen & Volpe, 2002) that have consistently shown that individuals who took post graduate studies are more likely to be financially knowledgeable than those who did not.

With regard to the relationship between age and level of financial literacy, this study revealed that “millennials” and “baby busters” had the same level of financial literacy. This result is contrary to the findings of several studies (Chen & Volpe, 1998; Lusardi & Mitchell, 2011; Brown & Graf, 2013; Mottola, 2013) that individuals as they grow older achieve a higher level of financial literacy than the younger ones.

Implications

It is important to stress that financial literacy program is not designed to make people financial experts, rather, the aim is to empower individuals with sufficient skills and knowledge to form positive financial decisions and allow them to be more in control of their circumstances. Financial literacy can help individuals understand and

assess their current financial standing, their financial obligations, and their financial goals and take advantage of the many financial opportunities that can enhance their skills and ability to better manage their finances.

Financial literacy is about motivating and educating individuals so that they can be knowledgeable about finance in a way that is relevant to their lives and that would enable them to use this knowledge to evaluate financial products or instruments and make informed decisions. As a consequence of the changing structure of an economy, financial literacy has become an integral tool to have a sustained financial well-being. A lack of financial knowledge can contribute to the making of poor financial choices that can be harmful to both individuals and communities (Kefela, 2011).

Teachers cannot put across the importance of saving and investing to their students if they themselves do not know how to do so. Also, evidence of this study shows that since they had a low level of financial literacy, they were more likely to have problems with debts, were less likely to save, were more likely to engage in high-cost mortgages, and were less likely to plan for retirement. Without a certain level of financial literacy, they were easily encouraged to avail of financial products such as loans without fully understanding the effect to their finances and appropriately manage the variety of risks. Thus, the importance of financial training programs covering topics such as budgeting, saving, debt reduction and investment portfolio is a must. Thousands of public school teachers in our country had a problem of over indebtedness. Financial literacy can help them understand their financial options, make the most of financial instrument and better manage their finances.

“What is good for individual households is often good for the economy as a whole” (Hall, 2008). Encouraging teachers and individuals to save is not just good for themselves, it has an effect on the national interest in the long term. The potential growth of the economy relies on the successful channelling of domestic savings into productive investment opportunities. Banks in the developing countries like the Philippines must promote financial literacy to their customers because of the positive direct impact this can have such as; an access to investment and savings, which in turn supports economic growth, sound financial systems, and poverty reduction. Lastly, an efficient economy will effectively function if the population are financially literate and have the

ability to maximize risk – rewards so that resources are utilized efficiently leading to higher longer term growth.

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Civil Society Organizations in Participatory Governance thru the Bottom-Up Budgeting (BuB) Process: The Case of Camarines Norte Province

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Abstract

In the preceding administration, one process believed to strengthen local governments and empower citizens is the Bottom-up Budgeting (BuB). The Bottom up Budgeting (BuB) program provided opportunity to achieve wider community participation in governance. This ensued empowerment by encouraging citizens to take active role in the community by articulating their needs to the government and determining what possible intervention is necessary to respond to those needs.

This study focused on the assessment of the participation of Civil Society Organizations in selected municipalities in the province of Camarines Norte in the BuB FY 2016 Planning Cycle. It employed the descriptive research design using the case study method. Data were collected mainly through surveys using self-administered questionnaires and interviews. The researcher also made use of documentary analysis, in which, reports and other necessary documents covering the period under study were carefully scrutinized. Background research was also conducted by accessing the researcher's office resources on the subject of participatory governance and BuB implementation. Key informants in this study include CSO representatives, Municipal Local Government Operations Officer (MLGOOs), Municipal Planning and Development Coordinator (MPDCs) from the identified municipalities. Frequency count, percentage, mean average and weighted mean were the statistical tool employed to analyse the data gathered.

Based on the findings, it was concluded that: 1) The LGUs conducted the activities required in the BuB process but were not able to comply with some of the policies and guidelines involved in the process particularly the Procurement Process and Conduct of LPRAT Meetings; 2) The assessment revealed that CSOs had participated highly. High participation is evident in their attendance to CSO Assembly, LPRAT Orientation, LPRAP Workshop and Attendance to LPRAT Meetings.

CSO's less participation is remarkable on the Procurement Process stage; 3) The prevalent factors that affected CSO participation in the BuB process include: conflict in schedule, short notice of invitation, lack of transportation money, loss of income, and political interference; and 4) Common recommendations transpired to enhance CSO participation in similar undertaking include the provision of financial support; make them feel that they are part of the government by providing wider avenue for them to collaborate with the same; the government to listen to their concerns by considering projects that will respond to their needs. It also suggests that strengthening the CSO, institutionalized consultation with CSOs, establish CSO awareness on government activities and ensure transparent and participative government would most likely foster participation in them.

Keywords: *Bottom-up Budgeting, Civil Society Organizations, participation, governance, participatory governance*

The process of governing is not merely the task of elected officials or those in the government. There is no government if there are no people to be governed. In a democracy, the government is “of the people, by the people, for the people.” They only assign the power to govern to those they elect. If the source of power is the people, it follows that the government should be for the purpose of development that benefits the people. If the real power rests on people, it is just fitting that they participate in the process of governance.

In governance, citizens are rightly concerned with a government's responsiveness to their needs and the protection of their rights. In general, governance issues pertain to the ability of government to develop an efficient, effective and accountable public management process that is open to citizen participation.

Generally, participatory governance allows genuine participation of people in the planning and budgeting stages. It enables and empowers people to participate more directly in decision-making processes. It provides for consultation with multi-stakeholders and civil society. It encourages local leaders to espouse transparency in the management with local government resources.

The 1987 Constitution guarantees the right of citizens to participate in governance. Moreover, the Local Government Code of 1991 provided formal spaces for CSOs to participate in local

development councils and other special bodies from the barangay level to the regional level. Despite these mandates, actual practices of participatory governance have been exceptions rather than the norm.

In the preceding administration, one participation-evident process believed to strengthen local governments and empower citizens is the Bottom-up Budgeting (BuB) Process. This initiative aimed to make planning and budgeting both national and local governments more participatory, transparent and responsive to the urgent needs of the people especially the poor and the marginalized through genuine involvement of grassroots organizations and community groups.

It was the late DILG Secretary Jesse Robredo, with the officials of DBM, DSWD, NAPC and other departments, who envisioned the actualization of the mandate- participative local governance through the BuB, where citizen participation therein would directly address inequity, poverty and marginalization of the poor in the country.

Bottom-up Budgeting (BuB) is an approach to the preparation of agency budget proposals, taking into consideration the development needs of cities/municipalities as identified in their respective local poverty reduction plans that shall be formulated with the strong participation of basic sector organizations and other civil society organizations¹. The national government has implemented the program in pursuit of attaining the Philippine Development Plan's goal of inclusive growth and poverty reduction.

The BuB program is a game changing mechanism that allows citizens, local CSOs and local government units to contribute directly in deciding how the national budget pie is subdivided every year. This mechanism changes old paradigms in national budgeting process, making it more decentralized and participatory. The ultimate goal is to bring genuine equity, development and empowerment to the poor households and communities. It makes growth more inclusive and transparent.

From its inception in 2012, during the 2013 national budget discussion, the BuB had been implemented in four cycles –the latest being the 2016 cycle. In all these cycles, an inclusive and broad self-selection process in the CSO Assembly determines who will be the CSO representatives to the Local Poverty Reduction Action Teams (LPRATs). The LPRATs propose interventions and projects based on the poverty situation analysis of the CSO Assembly. These are submitted to the

Regional Poverty Reduction Action Teams for review and then forwarded to the concerned national government agencies for inclusion in their proposed budgets. These are then submitted to Congress and Senate for inclusion in the General Appropriations Act (GAA).

A meaningful community participation is generally a way and venue where citizens have a chance to express their community's needs, identify jointly with the local governments concrete solutions to problems they face, and then, together, ask the national government agencies to support these solutions.

The involvement of the community, through its civil society organizations, in the BuB process is, thus significant. Their participation, however, is not limited to the presentation of their needs and identification of the corresponding programs and projects nor attendance to meetings as required. They also have involvement in the aspect of project implementation as well as in the monitoring and evaluation.

Though the BuB program was terminated as the previous administration expired, learnings and practices from that perspective can be generally adopted on similar undertakings that would require people's participation. It is in this light that the researcher was motivated to conduct a study with the fervent hope that it would contribute to the field of governance as well as extensively promote participatory governance to achieve local development.

The Problem

This study focused on the assessment of the participation of civil society organizations in the Province of Camarines Norte in governance through the Bottom-up Budgeting (BuB) Process.

Specifically, this study sought answers to the following sub-questions:

1. What is the status of implementation of the Bottom-up Budgeting process in selected municipalities of Camarines Norte?
2. What is the extent of participation of the civil society organizations in the BuB process along the following:
 - a. Attendance to CSO Assembly, LPRAT Orientation, LPRAP Workshop, Fora and Meetings,
 - b. Endorsement of List of Priority Projects,
 - c. Procurement Process,

- d. Project Implementation, and
- e. Monitoring and Evaluation?
- 3. What are the factors that affect the CSO's participation in the process?
- 4. What recommendations may be proposed to enhance the participation of CSOs in similar undertakings?

State of the Field

Related studies on the concept of participatory governance emphasize the growing development of citizen's participation in the governmental process. Presently, the civil society organizations representatives are getting involved in making decisions about important issues in their localities. They take part in the identification of problem and corresponding solutions therein in order to produce said sort of changes in their lives. Participatory governance, as an institutional process, thus, allows citizens to exercise voice and vote, which then results in the implementation of public policies. Local government alone cannot just easily solve community problems without encouraging people's participation. Genuine participatory governance provides effective consultation systems which promotes inclusivity of common interest of all its members in the community. This affirms one of the guiding principles of the BuB participation.

Related literature also provides insights on the guiding principles and rationale of the BuB process. Accordingly, BuB aims to achieve community empowerment by encouraging citizens to take active roles in the community by articulating their needs to the government and determining what interventions would possibly respond to those needs.

Further, the same literature provides the policy guidelines on implementation of the BuB where engagement of CSOs therein had been identified. Meanwhile, the study conducted by Rosario Manasan (2016) examined how the BuB process, concentrated on LPRAP planning process and prioritization of projects, are being implemented on the ground. It also suggested areas for further improvement in the implementation of the subsequent rounds of the BuB.

Given the related literature on the three areas- concept of participatory governance, BuB rationale and principles, and policy procedures on the implementation of BUB, it can be noted that no specific study has been conducted on the assessment of participation of

CSOs in Camarines Norte in the BuB process. Though Manasan's discussion paper tackled the same concept, it did not necessarily cover participation of CSOs in general, since it, covered specific areas only. This study therefore, attempted to bridge this identified gap. The limitation on the discussion on said concept manifests the gap and, thereby, established the significance of this study.

Bottom-up Budgeting Process Rationale and Principles

The bottom-up scheme can be considered to be ultimately compatible with principles laid down in the country's Constitution. Article II, Section 9 of the 1987 Constitution expresses the desire of the state to "promote a just and dynamic social order" that will ensure prosperity and free people from poverty through policies that provide social services. Section 21 advocates rural development and Section 23 mandates the state to encourage non-governmental, community based, or sectoral organizations that promote the welfare of the nation.

The Aquino administration through the Human Development and Poverty Reduction Cluster (HDPRC) and the Good Governance and Anti-Corruption Cluster (GGAC) launched the Bottom-up Budgeting (BuB) exercise, then called the Grassroots Participatory Budgeting Process in 2012. These two (2) clusters which were organized through Executive Order 43, s. 2011 are tasked to promote transparency, accountability, participatory governance, and strengthening public institutions. The strategy hopes to empower civil society organizations and citizens' groups to engage local government and national government agencies and make them more responsive to the people's needs. For the FY 2013 round, the HDPRC identified 609 municipalities/cities for the initial phase of BuB of which 595 responded and submitted Local Poverty Reduction Action Plans (LPRAPs). For the FY2014 round, the exercise was expanded to cover 1,233 municipalities/cities. For FY 2015 round, it was extended to all municipalities across the country. The Empowerment of the Poor Program (EPP) developed by the National Anti-Poverty Commission (NAPC) in cooperation with the Department of the Interior and Local Government (DILG) complemented the BuB initiative by strengthening civil society organizations' (CSOs') capacity to engage with local government units for BuB.

In the issued Joint Memorandum Circulars of the DBM-DILG-DSWD-NAPC relative to the Policy Guidelines and Procedures in the Implementation of the Bottom-up Budgeting Program, Bottom-up Budgeting or so the called BuB is defined as an approach to the preparation of agency budget proposals, taking into consideration the development needs of cities/municipalities as identified in their respective local poverty reduction plans that shall be formulated with the strong participation of basic sector organizations and other civil society organizations.

This program seeks to increase citizens' access to local service delivery through a demand-driven budget planning process and to strengthen government accountability in local public service provision. The national government implemented the program in pursuit of attaining the Philippine Development Plan's goal of inclusive growth and poverty reduction.

BuB is guided by three (3) principles: convergence, participation, and empowerment. It aims to achieve community empowerment by encouraging citizens to take active roles in the community by articulating their needs to the government and determining what interventions would possibly respond on those needs.

The BuB approach was modelled after the Participatory Budgeting (PB) scheme which started in Brazil in 1990 (Wampler 2007). PB aimed to alleviate poverty, reduce the widespread economic inequality between the poor and the rich, and strengthen ordinary people's ties with the government. Such objective of PB is more likely aligned with the purposes of the new budgeting approach in the Philippines.

In the Philippine context, Bottom-up Budgeting has the following objectives: 1) reduce poverty, 2) empower citizens in the national government's planning and budgeting process, project implementation and monitoring; 3) make national government more responsive to local needs; 4) incentivize local governance reforms; and 5) strengthen devolution of government services.

According to its aims, guidelines, and procedures, this policy clearly emphasizes good governance. Governance means that authority is defined more by the consent and participation of the governed rather than the control of the ruler. There is accountability and ethics in decision making, transparency, responsiveness and a long term view of public interest. Importantly, it also makes a virtue of decentralization in bringing government services to the people.

Method

Research Design

The study employed the descriptive research design using the case study method. It focused on analysing the extent of CSO participation in the BuB process. It identifies factors affecting their participation in the process and what has been the extent LGUs' implementation of the program.

Data were collected mainly through survey and interviews. The researcher also made use of documentary analysis, in which reports and other necessary documents covering the period under study were carefully scrutinized. Background research was also conducted by using the researcher's office resources and electronic sources on the subject of participatory governance, participatory budgeting and bub program implementation.

Sources of Data

The study utilized two kinds of data sources: the primary and secondary data. The primary data of this study were obtained from the information gathered through survey, personal as well as phone interviews and focus group discussions with the respondents and concerned BuB stakeholders.

The secondary data used by the researcher were gathered from the related documents available in the LGUs particularly in the office of the planning and development officer and the DILG Office. Other vital sources of data were DILG issuances, articles related to bottom-up budgeting, books, literature and other related researches.

Respondents of the Study

Three (3) sets or groups of key informants were the respondents of this study. These include the seventy (70) CSO representatives who were members of the Local Poverty Reduction Action Team from the five identified municipalities per income class. In addition, five (5) MLGOOs and five (5) MPDCs who were considered key implementers of the BuB were, likewise, tapped as respondents of this study.

Research Instrument

A researcher-constructed questionnaire was used to gather the data requirements of the study. The instrument consists of the following parts: Part I is about the assessment on CSO Participation in the Bottom-up Budgeting Process presented on a scale with corresponding verbal interpretation and description. Part II is about the factors affecting CSO participation in the BuB process. In determining the factors affecting CSO participation, an enumeration of possible causes were presented, if not reflected therein, the respondents freely provided for the actual causes. Part III is a general self-assessment on the level of participation of the CSO respondent in BuB process. Part IV solicits for recommendations to enhance CSO participation in similar undertakings.

An unstructured interview protocol, asked key informants on the extent of implementation of BuB process, determining therein the actual participation of the CSOs in the process and identifying factors affecting participation and their recommendations. The documents on file in the DILG Office both at the municipal and provincial as well as records and reports available in the MPDO Office were also reviewed to supplement the primary data.

Results and Discussions

This section presents the findings of the study. Part I discusses the status of implementation of the BuB process in selected municipalities of Camarines Norte. Part II shows the assessment of the extent of CSOs' participation in the process. Part III identifies the factors affecting participation of CSOs.

Part I. Status of the implementation of the Bottom-up Budgeting process in selected municipalities of Camarines Norte

The data gathered revealed that concerned municipalities, including Daet, Mercedes, Paracale, San Lorenzo Ruiz and Talisay were able to conduct the activities required in the BUB process implementation under the period covered. However, there were some activities where LGUs failed to comply with the guidelines and procedures.

Hereunder, are the activities undertaken by the said municipalities relative to the implementation of the BuB process:

1. CSO Mapping. The inventory of CSOs operating in the municipalities covered by this study had been carried out by Mr. Donald Obusan and Mr. Emmanuel Desolo, the assigned community mobilizers (CMs'), previously known as local BuB facilitators, in the province of Camarines Norte. The CSO mapping exercise included not only LGU-accredited/recognized CSOs but also CSOs registered with or accredited by other government agencies like the SEC, DOLE, DSWD, DA, NHA as well as non-accredited CSOs which were actively operating in the LGU such as Pantawid Pamilya Parent Leaders and SEA-K Associations. The CSO maps were used as the bases for the identification of invitees to the CSO assembly.

2. Announcement of CSO Assembly. The schedule of the CSO Assembly for FY 2016 BuB planning cycle was announced by the CMs, with the support of the Municipal Local Government Operations Officer (MLGOO), through a notice to CSOs and posting of said notice in the municipal hall of the identified municipalities of this study at least two weeks before the CSO Assembly. The schedule of CSO assemblies was also posted on the DILG regional website and on the Open BuB Portal. Table 1 shows the schedule of CSO Assembly conducted by the respective municipalities for FY 2016 BuB Planning Cycle.

As presented in Table 1, the Municipality of Talisay conducted its CSO assembly in October ahead of all others. Other municipalities had undergone their respective CSO assemblies in November. The venues of the CSO assemblies were conducted within their respective municipalities.

Table 1
Schedule of CSO Assembly for FY 2016 BuB Planning Cycle

LGU	Schedule of CSO Assembly	Venue
Daet	November 4, 2014	Heritage Center, Daet, Camarines Norte
Mercedes	November 4, 2014	JB RosResto, Barangay 5, Mercedes, Camarines Norte
Paracale	November 5, 2014	El MineroPubhouse and Restaurant, Paracale, Camarines Norte
San Lorenzo Ruiz	November 7, 2014	Senior Citizens Building, San Lorenzo Ruiz, Camarines Norte
Talisay	October 29, 2014	Senior Citizens Building, Poblacion, Talisay, Camarines Norte

3. Conduct of CSO Assembly. The Community Mobilizers (CMs), with the assistance of the MLGOO convene the general assembly of the CSOs in the municipalities concerned. In said assemblies, representatives who would serve as co-chair and members of the LPRAT as well as the signatories to the LPRAP had been selected. After the selection, the assembly reviewed, validated and analysed poverty situation in the locality and proposed solutions to address each concern. The CSO assembly identified priority projects to be proposed to the LPRAT based on the available latest Menu of Program. The CMs made clarification in the assembly that not all proposed projects may be included in the Local Poverty Reduction Action Plan as those would still be subjected for deliberation by LGU representatives.

In reference to the Minutes of CSO Assemblies conducted by the said municipalities, Table 2 shows the number of CSOs who attended the Assembly and the number of selected representatives to the LPRAT. As reflected in Table 2, there was a total of 153 CSOs who attended the CSO assemblies as scheduled. Fifty-Two percent (52%) of these CSOs had been selected as representatives to the LPRAT. As required in the guidelines, the number of CSO representatives in the LPRAT shall equal the number of government representatives and that there must only be one CSO to represent their respective organizations. In this case, several attending CSOs belonged to same organizations.

Table 2
Number of CSOs who attended the Assembly and Number of Selected Representatives to the LPRAT

LGU	No. of CSOs who attended the Assembly	No. of Selected Representatives to the LPRAT	%
Daet	40	18	45
Mercedes	50	14	28
Paracale	24	14	58
San Lorenzo Ruiz	24	17	70
Talisay	14	12	85
Total	153	75	52

4. Organizing the Local Poverty Reduction Team (LPRAT), Conduct of LPRAT Orientation and LPRAP (Local Poverty Reduction Action Plan) Workshop. The LPRAT of the five (5) municipalities under study was constituted through an Executive Order issued by the Local Chief Executives. It is composed of an equal number of representatives from the government and basic sector as well as civil society organizations representatives who were selected during the CSO Assembly. The LCE himself is the Chairperson and CSO Representative served as the Vice-Chairperson. Table 3 shows the total number of LPRAT members in each municipality.

Table 3*Number of LPRAT Members Organized per Municipality*

LGU	EO No./ Date	No. of Representatives from the Government	No. of Basic Sector and CSO Representatives	Total No. of LPRAT Members
Daet	36-2014/ 11/26/2014	18	18	36
Mercedes	2014-026/ 11/12/2014	14	14	28
Paracale	10-2014/ 11/5/2014	14	14	28
San Lorenzo Ruiz	35 s. 2014 / 11/19/2014	17	17	34
Talisay	001-2015/ 11/12/14	12	12	24
Total		75	75	150

The data show that the LPRAT in the said municipalities were organized in November 2014. The members of the LPRATs totalled to One Hundred Fifty (150), composed of equal number of representatives from the government and CSO side with Seventy-Five (75) each.

Based on the documents and related reports, the five (5) LGUs conducted the LPRAP Workshop and in that avenue, the LPRATs came up with a Local Poverty Reduction Action Plan that was relevant to the context of the community through a participatory process. In said workshops, the LPRAT agreed on the poverty issues that the municipality would address and identified specific poverty reduction strategies to be undertaken by the LGU and incorporated the same in the LPRAP. Table 4 presents the schedule of the LPRAP Workshop and number of CSOs attended thereto.

Table 4

Schedule of LPRAP Workshop and Number of CSOs who Attended

LGU	LPRAP Workshop Schedule	No. of CSO LPRAT Member	No. of CSOs in attendance	%
Daet	Dec. 2, 2014	18	16	89
Mercedes	Dec. 1, 2014	14	14	100
Paracale	Dec. 4, 2014	14	12	86
San Lorenzo Ruiz	Dec.3-4, 2014	17	14	82
Talisay	Dec 2, 2014	12	12	100
Total		75	68	91%

Based on the table, LPRAP Workshops of the concerned municipalities were held in December 2014. It was observed that only 91% of CSOs have attended the activity. The municipalities of Mercedes and Talisay had a perfect attendance while San Lorenzo Ruiz turned out to have the least number of attending CSOs with only 82%. The reasons affecting their attendance are discussed in Part II of this Chapter.

5. Submission of the List of Priority Poverty Reduction Projects. The LPRATs of the five (5) municipalities under study duly endorsed the list of priority poverty reduction projects to the Regional Poverty Reduction Action Team (RPRAT) before the due date set for December 16, 2014. These were the projects for consideration in the 2016 proposed budgets. As proof of compliance with BuB participatory process, the LPRATs, likewise, submitted report on CSO Assembly, LPRAP Workshop, photo of participants and attendance sheet. Table 5 shows the date of submission of the abovementioned documents by the concerned municipalities.

Table 5*Date of Submission of the LPRAP Documents*

LGU	Date LPRAP Documents Submitted to RPRAT
Daet	December 15, 2014
Mercedes	December 12, 2014
Paracale	December 14, 2014
San Lorenzo Ruiz	December 14, 2014
Talisay	December 12, 2014

The LPRAP documents were reviewed by the RPRAT. Based on their findings, LPRAT submitted its revised list of priority projects together with a Sangguniang Bayan Resolution adopting the revised list of priority projects. The same had been endorsed by the RPRAT to DBM. The Agency Central Offices integrated in their proposed budget all BuB projects that have been submitted to DBM.

6. Procurement Process. Having been integrated in the agency's corresponding budget, the projects as approved per GAA were for implementation in 2016. The identified municipalities complied with the mandate of RA 9184 or the Government Procurement Act in the process of procurement. However, during the interview conducted by the researcher, it was revealed that there were municipalities that failed to invite CSO Representatives who were members of the LPRAT during bid openings. It was also disclosed that some CSOs who were invited failed to attend procurement activity due to some reasons which are widely discussed in Part III. The policy of inviting concerned CSOs is embodied in the DBM-DILG-DSWD-NAPC Joint Memorandum Circular No. 7 dated November 3, 2015 which is the Policy Guidelines and Procedures in the Implementation of the BuB Program for FY 2016 and thereafter. As stated, the three (3) CSO signatories to the LPRAP shall be invited to sit as observers in the LGU Bids and Awards Committee that will undertake any necessary procurement for the implementation of BuB projects by the concerned LGU.

7. Project Implementation. In the implementation of the projects, the LGUs were guided by the provisions of JMC No. 7 and

agency specific guidelines. Upon compliance of the documents as required by the participating agencies, the concerned municipalities proceeded with the implementation of their respective projects. There were some projects which were for implementation by the concerned agencies. Coordination between NGAs and LGUs is required all throughout the implementation of BuB projects. However, as what transpired in the stakeholders' forum in the province held last February 3, 2017, there were agencies that did not observe proper coordination as to the details of the project and its status of implementation. Other issues identified relative to the implementation of projects were the delay in the release of funds due to NGA's inability to immediately act on LGUs submission of requirements. In the case of the LGUs, issues affecting implementation include: 1) lack of LGU capacity to implement many projects; 2) technical capacity of LGU personnel involved in implementing projects; 3) slow processing of documentary requirements which can be attributed to inadequate staff complement to support the additional work required or because LGU personnel lacked the capacity for implementing projects; 4) political intervention in the implementation of projects; and 5) political dispute in LGUs. Table 6 shows the status of BUB projects in the five (5) municipalities.

Based on the data presented in Table 6, there were a total of forty-seven (47) BuB projects in the five (5) study sites for FY 2016. Twenty-three (23) percent of the projects were under proposed, 32% pipelined, 15% on-going and 30% were already completed. It was observed that there were no on-going projects yet from the municipality of Mercedes. As verified, the LGU had already submitted the documentary requirements to the concerned agencies and now waiting for the release of funds. What caused the delay in the release of fund is the LGU's late submission of the liquidation reports of previous year's implemented BuB projects which is one of the requirements thereon. The data, likewise, shows that Daet, Paracale, San Lorenzo Ruiz and Talisay were the municipalities with completed projects.

Table 6*Status of FY 2016 BuB Projects as of January 31, 2016*

LGU	Total Number of Projects	Status of FY 2016 BUB Projects							
		Proposed	%	Pipelined	%	On-Going	%	Completed	%
Daet	8	2	25	3	37	1	12	2	25
Mercedes	11	5	45	6	54		0		0
Paracale	7		0		0	2	28	5	71
San Lorenzo Ruiz	11	3	27	4	36	1	9	3	27
Talisay	10	1	10	2	20	3	30	4	40
TOTAL	47	11	23	15	32	7	15	14	30

8. Monitoring and Evaluation. In the period under review, concerned LGUs conducted monitoring and evaluation of BuB projects with the participation of the CSOs. The municipality of Daet conducted two monitoring activities, Mercedes had one (1), Paracale had three (3), San Lorenzo Ruiz had two (2) and Talisay had three (3) monitoring activities. Monitoring and evaluation of BuB projects was conducted to: a) ensure that projects were progressing as planned and funds were being used properly; b) examine whether BuB is achieving the intended results; c) identify the reasons why not and take corrective actions in a timely manner; d) allow management to detect problems early on and make informed decisions on how to improve the program; e) ensure transparency and accountability over the use of funds. The CSOs in the province learned about the BuB monitoring tools and indicators during the BuB Citizen's Monitoring and Evaluation Training held last September 15-18, 2015 in Daet, Camarines Norte conducted by the DILG. In said training, the roles of the CSOs to effectively monitor the progress of BuB projects were emphasized.

LPRAT Meetings. As required, Local Poverty Reduction Action Teams are to meet quarterly to discuss the progress of BuB projects. It is presided over by the chair (LCE) or his/her representative. In case an LCE has not designated a representative, the CSO vice Chair shall

preside such meetings, adopting the principle of Primus Inter Pares which is widely applied in Germany. Table 7 shows the LPRAT Meetings conducted by each LGU and the number of CSOs attended therein.

Based on the data, it can be noted that only the Municipality of Mercedes fulfilled the quarterly meetings while others were able to meet thrice, twice or once only. It was also observed that San Lorenzo Ruiz had the highest percentage of attending CSOs with 80%, followed by Mercedes with 77%. Least in CSOs attendance was in Daet with only 38%. The possible reasons for non-attendance in the said meeting were discussed in Part III of the Chapter.

Table 7
LPRAT Meetings and Number of CSOs Attended

Municipalities	Date of 2016 LPRAT Meetings	Number of CSO LPRAT Members	Number of CSOs who attended LPRAT Meetings	Ave. % of CSOs who attended LPRAT Meetings
Daet	October 19, 2016	18	7	38%
Mercedes	Jan 13, 2016	14	11	77%
	April 14, 2016		11	
	June 15, 2016		11	
	September 9, 2016		10	
Paracale	January 19, 2016	14	10	71%
	October 5, 2016		10	
San Lorenzo Ruiz	January 8, 2016	17	15	80%
	February 17, 2016		16	
	August 9, 2016		10	
Talisay	January 12, 2016	12	10	70%
	March 22, 2016		8	
	December 5, 2016		6	

Figure 3 illustrates the summary of the process involved in the Bottom-up budgeting from its planning phase, implementation and monitoring and evaluation phases. It likewise, shows the stage where CSO participation is expected.

Part II. Extent of participation of the civil society organizations in the BuB process

The assessment on the extent of participation of the civil society organizations in the BuB process was divided according to the sources: the CSOs, the MLGOOs and MPDCs. The extent of participation was measured using indicators with scaled responses.

Scale	Range	Verbal Interpretation	Description
5	4.51-5.00	Very High	Participated always with 81-100% of objectives realized
4	3.51-4.50	High	Participated very often with 61-80% of objectives realized
3	2.51-3.50	Average	Participated often with 41-60% of objectives realized
2	1.51-2.50	Low	Participated seldom with 21-40% of objectives realized
1	1.00-1.50	Very Low	Participated rarely with 1-20% of objectives realized

a. CSO Assessment

Table 8 reveals the assessment of the 70 CSO respondents on their participation in the BuB Process.

As reflected in Table 8, CSO participation is generally high with a weighted mean of 4.39. Broken down into specific activities, the CSOs participation in the BuB process is very high in the following activities: CSO Assembly, LPRAT Orientation, LPRAP Workshop and Meetings. High participation was evident in the Attendance to Fora, Endorsement of the List of Projects, Project Implementation and the Monitoring and

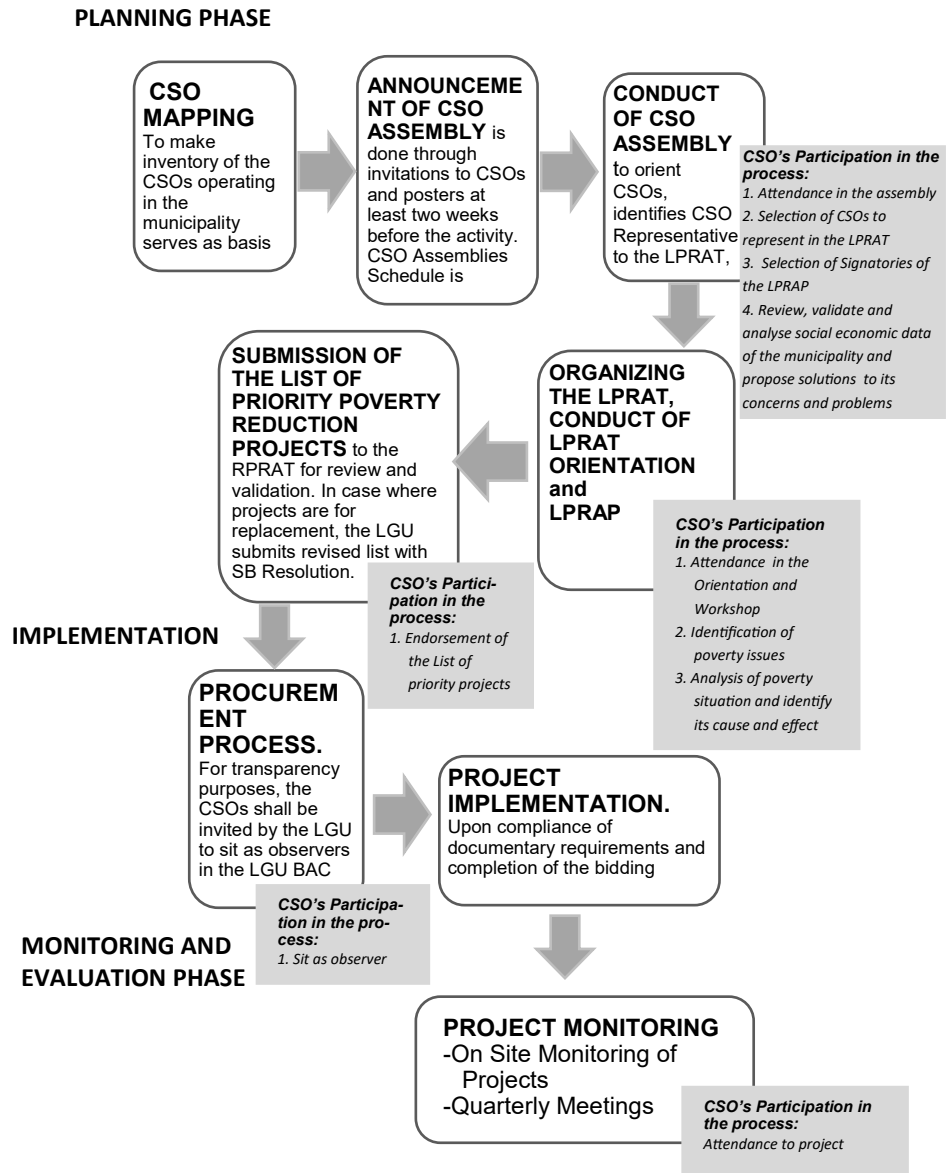


Figure 3. BUB Process Flowchart

Source: DBM-DILG-DSWD-NAPC Joint Memorandum
Circular No. 7 s. 2015

Evaluation while the participation was average in the Procurement Process. The data shown in the table was derived from the Result of Survey on CSO's Assessment Relative to the Extent of their Participation in the BuB Process attached in the appendices.

From among the activities, it was noticeable that CSOs were less participative in the Procurement Process. The extent of participation in this process had relevance on the findings on the extent of LGU implementation of the BuB process wherein it was disclosed that some municipalities failed to invite CSO LPRAT members during bid openings. This therefore, among others, was what limited access of the CSOs in participating in the process.

Table 8

Assessment of the CSO Respondents on their Participation in the BuB Process

BuB Process	CSO's Assessment on the Extent of their Participation in the BuB Process (N=70)	
	Weighted Mean	Interpretation
Attendance to:		
CSO Assembly	4.68	Very High
LPRAT Orientation	4.75	Very High
LPRAP Workshop	4.79	Very High
For a	4.42	High
Meetings	4.72	Very High
CSO Assembly	4.58	Very High
LPRAT Orientation	4.57	Very High
LPRAP Workshop	4.55	Very High
Endorsement of the List of Projects	4.42	High
Procurement Process	2.94	Average
Project Implementation	3.96	High
Monitoring and Evaluation	4.33	High
Average	4.39	High

Legend: 5-Very High (4.51-5.0); 4- High (3.51-4.50); 3- Average (2.51-3.50); 2- Low (1.51-2.50); 1- Very Low (1.00-1.50)

Based on their responses to each activity, the same CSO respondents were also made to assess their overall level of participation in the BuB process given the following options: Full Participation, Partial Participation and Poor Participation. Table 9 shows the result of the CSOs overall assessment in the extent of their participation in the BuB Process.

Table 9
CSOs’ Overall Assessment on the Extent of their Participation in the BuB Process

LGU	CSO’s Over-all Assessment in the Extent of their Participation in the BuB Process (N=70)		Total
	Full (Frequency)	Partial (Frequency)	
Daet	12	4	16
Mercedes	7	6	13
Paracale	10	2	12
San Lorenzo Ruiz	12	3	15
Talisay	14	0	14
	55 (79%)	15 (21%)	70

Table 9 indicates that while 79% of the respondents said they had fully participated in the BuB process, the data in Table 8 generally indicates that their participation fell under the level of high. This establishes the fact that their participation in the process can be levelled only under a partial participation.

MLGOO and MPDC Assessment

Among the key implementers of the BuB in the municipalities are the Municipal Local Government Operations Officer (MLGOO) and the Municipal Planning and Development Coordinator (MPDO). Based on the interview conducted by the researcher, the assessment of the five (5) MLGOOs and five (5) MPDCs on the extent of participation of the CSOs in the BuB Process in their respective municipalities is presented in Table 10.

Table 10

MLGOO and MPDC Assessment on the extent of CSOs participation in the BuB Process

Municipality	Assessment of the Extent of CSOs Participation in the BuB Process	
	MLGOO (N-5)	MPDO (N-5)
Daet	5	4
Mercedes	5	5
Paracale	4	4
San Lorenzo Ruiz	5	4
Talisay	4	5
Over-all	4.6 Very High	4.4 High

Legend: 5-Very High (4.51-5.0); 4-High (3.51-4.50); 3-Average (2.51-3.50); 2- Low (1.51-2.50); 1- Very Low (1.00-1.50)

Based on the data provided in Table 10, the MLGOOs of the said municipalities came up with an overall rating of 4.6 or very high while MPDCs rating averaged to 4.4 or high. In like manner, it was observed that both key implementers shared same assessment of 5 for the municipality of Mercedes. However, data in Table 8 affirm that not all CSOs in the said municipalities were able to participate during LPRAT meetings.

Accordingly, the rating of 4 was given to concerned municipalities for the reason that not all CSOs in said localities were actively participating. There were those who failed to attend meetings and other related activities. As observed by the MLGOO and MPDCs, the CSOs who benefited from the program were the most active.

Part III. Factors that affect the CSO's participation in the BuB process

The factors affecting participation of the CSOs in the BuB process, as solicited by the researcher from the CSOs, MLGOOs and MPDCs of the municipalities under study are reflected in the succeeding tables.

Table 11
Factors Affecting Participation/Attendance of CSOs in CSO Assembly, LPRAT Orientation, LPRAP Workshop and Meetings/Fora

Factors Affecting CSO Participation in the BuB Process	CSO Assembly (Frequency)	LPRAT Orientation (Frequency)	LPRAP Workshop (Frequency)	Meetings/ Fora (Frequency)
Short notice invitation	32	33	18	-
Conflict in schedule	40	28	28	26
Lack of interest	2	-	3	-
Not accessible venue	2	5	-	4
Lack of transportation money	11	11	11	8
Loss of income	9	12	9	10
Negative experience with LGU interaction from the past	-	-	12	-

Based on Table 11, the “conflict of schedule” was the most prevalent factor affecting participation of the CSOs in the CSO Assembly, LPRAP Workshop and Meetings/Fora. It was followed by “short notice of invitation”, lack of transportation money and loss of income. The table also shows that lack of interest and accessibility of the venue remained as least underlying factors. The negative experience with LGU interaction from the past was also one of the factors identified affecting CSOs’ participation in the LPRAP Workshop.

Considering “conflict in schedule” as a factor affecting their participation simply connotes that CSOs gave more priority to activities other than the BuB as they preferred them than attending to BuB activities. However, the “short notice of invitation” limited their option of managing their schedules and reset prior commitments, thus, hindered them to participate. The issue on financial constraints, likewise, limited CSOs’ participation. CSOs were discouraged from attending CSO assembly because of the loss of income and transportation costs that are associated with attending said BuB

activities. Similar concern had been mentioned in the study of Rosario Manasan (2016) on her Assessment of the BuB Process for FY 2016 particularly on the aspect of CSO Assembly in the Province of Camarines Sur. According to her, loss of income and transportation cost were among the issues that discouraged CSOs in attending the CSO Assembly in areas covered by her research.

Relative to the endorsement of the list of projects, the dominating factor which affects CSO's involvement therein was the political interference behind the prioritization of projects. According to some CSOs, during the prioritization phase, it's either there were projects which were already pre-determined by the Municipal Mayor that were to be incorporated in the LPRAP or there were cases where the government sectors preferred infrastructures to livelihood projects. This, in one way or another, caused dissuasion on the part of the CSOs to endorse the list of projects for consideration by agencies concerned.

Table 12

Factors Affecting CSO Participation in the Procurement Process, Project Implementation and Monitoring and Evaluation

Factors Affecting CSO Participation in the Procurement Process, Project Implementation and Monitoring and Evaluation	Frequency
Procurement Process	
Conflict in schedule	15
Lack of transportation money	3
Loss of income	8
Lack of awareness on procurement process	11
No invitation from the LGU	21
Project Implementation	
Lack of awareness on the implementation of the projects	10
Political interference	3
Lack of interest	8
No invitation from the LGU	15
Monitoring and Evaluation	
Lack of transportation money	4
Loss of income	3
Lack of interest	5
Not accessible project location	1
Conflict of schedule	22

Based on Table 12, a vast proportion of the respondents considered non-invitation from the LGU as the cause of their non-participation in the procurement process. Such finding established from earlier observations that some municipalities failed to involve CSOs as observers during bid openings, thereby, limiting their participation in this aspect. Contributing factor affecting participation also included conflict in schedule and lack of awareness of the procurement process.

“Non-invitation from the LGU” and their “lack of awareness” of the implementation of the projects were the underlying factors which affected CSOs’ participation in this aspect. Although implementation of the projects completely rests on LGU’s responsibility particularly the preparation of documentary requirements, it is essential that CSOs be involved by making them aware of the status of documents’ preparation as well as project implementation. As such, conduct of LPRAT meetings is imperative since it is the best avenue where progresses of the BuB projects are being discussed, thereby, creating awareness of the status of the projects on the part of the CSOs and issues concerning project implementation are addressed with their involvement

Similar with the prevalent factors affecting attendance to CSO assembly, LPRAP workshop and LPRAT meetings, “conflict of schedule” remained to be the primary factor that hindered CSOs to actively participate, notwithstanding the accessibility concerns of the project sites. The lack of transportation money and loss of income was not much of a concern on this aspect.

During the interview with selected CSOs, alongside the factors affecting participation, there were also identified elements which influenced and/or motivated CSOs participation in the BuB process. These included: 1) willingness to participate in government undertakings; 2) presence of equal treatment between and among CSOs and LGU representatives; 3) learnings to be gained from the activities; 4) direct benefit of the program to the CSOs; and 5) participative discussion without anyone dominating during meetings.

From the MLGOOs viewpoint, the lack of interest from the CSOs was what caused the gap in their participation. It was shared that not all CSOs were really committed in doing all processes especially if their desired project was not included during the prioritization. Political influence was also one factor why CSOs chose not to be involved. If Local Chief Executives were not supportive of the CSO, they do not

involve their organization. There were times also when the LCE influenced the CSOs during the process.

On the part of the MPDCs, time element, communication gaps and financial constraints were what they perceived to hinder CSOs full participation in the BuB process. Per information from the MPDCs, there were CSOs who lacked interest in participating in the BuB because they were not the direct beneficiary of projects identified. CSOs tended to get interested only because of the possible benefit from the program. If their projects were likely to be considered, their participation was good. It was added that most of the participative CSOs were those that were proponents of some of the projects, thereby, manifesting their sense of involvement. This observation supports MLGOOs opinion that not all CSOs are really committed in doing all processes especially if their desired project was not included during the prioritization.

Part IV. Recommendations to enhance the participation of CSOs in similar undertakings

The change in the administration paved the way towards the termination of BuB program. Given said event, we cannot discount the fact that there might be similar undertakings in the future which would likely necessitate the participation of CSOs. Having that in mind, the researcher solicited for recommendations which would enhance the participation of CSOs in similar undertakings from same respondents. Prominent responses gathered from them are presented in Table 13.

As observed in Table 13, the CSOs, MLGOOs and MPDCs altogether considered recommending for the provision of financial support to CSOs to enable them to attend or participate in undertakings similar to BuB. Though, contrary to the thoughts that CSOs are considered volunteer partners in development of the government, their efforts and contributions therein deserve to be compensated. The provision of transportation allowance for every activity that they participated in, as a counterpart from the government, over the sacrifices of CSOs on losing income that can be earned in some particular day, would encourage engagement and commitment from them particularly those who belong to the economically disadvantaged sector. This recommendation would respond to one of the identified factors that affects their participation i.e. lack of transportation money and loss of income.

Table 13
Recommendations to enhance participation of CSOs in similar undertakings

CSOs Recommendations	MLGOOs Recommendations	MPDCs Recommendations
-Provision of allowance to CSOs in any undertaking involving them	-Compensate the time spent and efforts done through provision of incentives or allowances -Continuous provision of support	-Provision of support through honorarium
-Make them feel they are part of the government	-Provide wider avenue for CSOs to collaborate with the government	-Provision of opportunity for them to be involved
-Strengthen CSOs’ capacity through related trainings	-Strengthen capacity of CSOs	
-Institutionalize consultation with CSOs for every projects for implementation	-Institutionalize participation of CSOs	
-Considerations of CSOs’ proposed projects Give importance to the suggestions and recommendations of the CSOs -Have programs that will answer the need of the CSOs		-Listening to their concerns
-Be kept informed of the status of implementation of projects and get them involved in the implementation		-Let them be informed/aware of government activities
-Ensure transparent and participative governance? with no political issues		

Moreover, as solicited from the three (3) sets of respondents, the common recommendation appearing in the abovementioned table is to make CSOs feel that they are part of the government by providing wider avenue for them to collaborate and give them opportunity to be involved. As what was found on the extent of BuB implementation, some LGUs failed to invite CSO LPRAT members in the procurement process and project implementation, thus, limiting their participation. The researcher confirms to the finding of the study of Manasan where

she pointed out that CSOs' participation in the BuB may be characterized on the basis of how the LGU actually operationalized the key features of the BuB. With that, to allow wider range of involvement, the government should provide a wider opportunity for CSOs to collaborate and allow them greater access where their participation can be explored.

The CSOs and MPDCs also agreed that to enhance participation of CSOs in similar undertakings, the government should learn to listen to their concerns, give importance to their suggestions by considering their proposed projects or implement programs that would respond to their needs. It is at this point where respondents made an appeal for the revitalization of the BuB program. As they have emphasized, BuB program enables and empowers the CSOs to participate directly in decision-making processes, particularly in identifying development needs of their locality. The researcher, being the province's focal person on the program can certainly attest to that.

On the other hand, the CSOs and MLGOOS believe that strengthening the CSOs' capacity and institutionalizing consultation with CSOs shall ensure their participation. In addition, CSOs' awareness particularly of the status of project implementation, will keep them informed of government activities, and will ensure that transparent and participative government shall foster participation from them.

Conclusions

The Bottom-up Budgeting (BuB) Program increases participation in local governance. It enables and empowers the CSOs to participate directly in decision-making processes by identifying development needs of their locality with those in the government. Their role in the program is not limited to the planning phase. Their involvement is necessary during the implementation and the monitoring and evaluation stage.

Based on the findings of the study, the researcher came up with the following conclusions:

1. The LGU conducted the activities required in the BuB process but were not able to comply with some of the policy and guidelines involved in the process particularly the Procurement Process and Conduct of LPRAT Meetings.

2. The assessment revealed that CSOs had highly participated. High participation is evident in their attendance to CSO Assembly, LPRAT Orientation, LPRAP Workshop and Attendance to LPRAT Meetings. CSOs' less participation is remarkable in the Procurement Process stage.
3. The prevalent factors that affected CSO participation in the BuB process include: conflict in schedule, short notice of invitation, lack of transportation money, loss of income, and political interference.
4. Common recommendations to enhance CSOs' participation in similar undertaking include the provision of financial support; making them feel that they are part of the government by providing wider avenue for them to collaborate with the same; listening to their concerns by considering projects that will respond to their needs. It also suggests that strengthening CSO, institutionalized consultation with CSOs, establish CSO awareness on government activities and ensure transparent and participative government would most likely foster participation from them.

Reference

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A Proposed Youth Formation Program in Public Senior High Schools in Ligao City

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Abstract

This research study focused on the identification and consolidation of the existing sporadic projects and activities to form a Youth Formation Program (YFP) for use in public senior high schools in Ligao City. It also aimed to formulate a template of a project design to guide the school YFP coordinators, school heads and youth leaders in designing their own Youth Formation Program. Specifically, this study answered the following questions: What is the Vision, Mission and Goal (VMG) of the proposed Youth Formation Program in Senior High Schools in Ligao City?; What projects and activities may be included in the proposed Youth Formation Program in the Public Senior High Schools in Ligao City as viewed by the school coordinators and selected senior high school students?; and What project design/s may be formulated to guide the implementation of the Youth Formation Program?

The research is a descriptive study using a blend of qualitative-quantitative data gathering methods with a self-made structured survey questionnaire as the main instrument in gathering data/information. This research also used focus group discussion (FGD) involving the school coordinators to evolve the vision, mission and goals of the Youth Formation Program. The project designs of the Youth Formation Program which were formulated using the workshop guide are intended to be used in public senior high schools in Ligao City. Out of the identified projects and activities, specific project designs were formulated by the school coordinators to guide both the implementers and the students during the implementation of the program, out of which, one project design was selected to be used as template in designing other projects and activities.

This study found that the youth activities in school will lead to youth's growth and development. With the formulated vision by the school coordinators of the senior high schools in Ligao City, the youth must be properly oriented and taught the skills and knowledge to

become productive citizens of the nation. In terms of their formulated mission, it was stated that developing core values is essential in character formation. Further, with effective projects and activities, the leadership skills of the youth will then be developed. When it comes to the goal of the Youth Formation Program, values formation should go hand in hand with good leadership. Furthermore, all programs and projects must be learner-centered so that their needs will be addressed properly.

Both coordinators and students had the same preference along the core value of Maka-Diyos. They preferred Annual Christmas Gift Giving for Indigent Students since they believe in the spirit of giving on Christmas. This is an indicator that this activity can be an excellent channel to promote the culture of peace, respect and love within the community. Based on the findings and conclusions presented in this study, the following recommendations were suggested: The Youth Formation Program implementers should consider the points of view of other stakeholders including the school heads and the student leaders in regard to the creation of the Division's statement of purpose, vision, mission and goal of the YFP. They need to validate the Vision, Mission and Goal for official adoption. Each school has to create its own statement of purpose, vision, mission and goal for the Youth Formation Program aligned with the Division's statement of purpose, vision, mission and goal for the YFP for consistency in programs and projects to be implemented. The school coordinators of senior high schools in Ligao City may also consider the projects and activities that were chosen by the students so that the students will be more active and participative during the activities. Moreover, they need also to track the attendance in the activities to encourage others to participate in the different programs in the school. The YFP implementers may adopt the project designs that were formulated by the school coordinators so that they may be guided properly regarding the YFP implementation.

Keywords: *Youth formation, Youth Formation Program, Ligao City*

No nation can develop well without empowering its youth. This is so because the youth of today are elders of tomorrow (Garmezy, 1993). Youth is the time when one is young, and often means the time between childhood and adulthood (Macmillan Dictionary, 2015). It is also defined as the appearance, freshness, vigor, spirit, etc.,

characteristics of one who is young (Merriam-Webster Dictionary, 2012). Youth is best understood as a period of transition from the dependence of childhood to adulthood's independence and awareness of the interdependence as members of a community. It is a more fluid category than a fixed age-group. However, age is the easiest way to define this group, particularly in relation to education and employment. Therefore, youth is often indicated as a person between the age where he/she may leave compulsory education, and the age at which he/she finds his/her first employment (UNESCO, 2012). Young people can have powerful and positive effects on adults, organizations, and communities (Pittman & Martin, 2014). Through empowering processes such as learning decision-making skills, critical awareness, managing resources, and working with others, both youth and adults become better equipped as change agents. On the other hand, empowered outcomes allow individuals to gain a sense of control, critical awareness and participatory awareness.

To be a youth is good but empowering the youth is better. Empowerment can be defined as the means of encouraging or assisting somebody. Youth empowerment is the means through which the youth of any country are assisted to succeed in life. It is a mistaken notion that the government has the sole responsibility to empower the youth. This is not so, as anyone can empower young people around them (Pittman & Martin, 2014).

The participation of youth in school change initiatives is vital. First, young people are not proportionately involved in and affected by the problems that beset communities and schools. Second, the developmental stage of young people makes them an integral sector for effective change in organizations, schools and communities, particularly those in which they hold a stake, such as youth obesity, teen tobacco use, underage drinking, and access to health care. During adolescence, many young people are driven to explore issues of social justice where they are creating and experimenting with their own principles and political ideas, leading many to become involved in cause-based action. Third, the youth can feel empowered through their relationships with adults, organizations, and communities (Zeldin, Petrokubi & MacNeil, 2008).

Involving the youth in decision-making processes provides them with the potential opportunities and support of relevancy, voice, cause-

based action, skill-building, and affirmation to consistently help them achieve mastery, compassion, and strong mental health (Pittman & Martin 2014). However, nations have been trying to resolve youth problems – academic failure, drug use, teen pregnancy, juvenile crime, lack of workforce readiness and more. Since youth are the major stakeholders of today and tomorrow, it is essential that their ambitions and aspirations become part of the current development paradigm (YDN, 2000).

Youth development approaches try to help young people navigate their obstacles by offering continuous support through the adults around them, creating a sense of the opportunities before them, and providing a chance to develop the skills that will help them make the most of both current and future opportunities (USAID, 2012). It is centered on developing the capacity of the individual youth. It is an attitudinal, structural, and cultural process, whereby, the youth gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of other people, including young and adults (Zimmerman, 2000).

Youth development is focused on creating greater community change through the development of individual capacity. Therefore, organizations operating within a youth development framework are not addressing social inequities, but rather developing the individual within an unjust society. Conditions that promote healthy youth development are supported through programs and activities in schools and communities. Youth development researchers and practitioners emphasize that effective programs and interventions recognize youth's strengths and seek to promote positive development rather than addressing risks in isolation. Youth who are constructively involved in learning and doing and who are connected to positive adults and peers are less likely to engage in risky or self-defeating behaviors. Providing the conditions for positive youth development is a responsibility shared by families, schools, and communities. The conditions for healthy youth development reside in families, communities and most especially in schools. Schools promote healthy youth development when they: expect commitment from the youth; have a caring school climate; have clear rules and consequences; provide positive, responsible adult role models; and expect youth to do well (Zimmerman, 2000).

Well-designed and well-run youth development programs promote youth leadership by involving them in needs assessment, planning, implementation, and evaluation. A growing number of organizations include youth and their Board of Directors. Effective programs engage all participating youth in constructive action through activities such as service learning, arts, and athletics; and emphasize common values such as friendship, citizenship, and learning (Garnezy, 1993).

In the Philippines, there is a government agency that specifically addresses issues surrounding the Filipino youth. This agency is popularly known as National Youth Commission or NYC. The NYC provides the youth with opportunities to be an active partner in nation-building through youth programs and projects that will develop and harness their potentials and enable them to be of great service to their country and community. It was founded on June 30, 1995 via Republic Act 8044, otherwise known as the “Youth in Nation Building Act of 1995,” which mandates the NYC to be the policy-making coordinating body of all youth-related institutions, programs, projects and activities of the government (National Youth Commission Official Website).

In the Department of Education, there are existing extracurricular activities in sports, publication, music, theater, among others. Many activities, like basketball and drama, enjoy extreme longevity, serving as a part of youth’s schools program over a number of years. Others, like an ecology club or writers' workshop, may be offered for a shorter time span to reflect a community interest or involvement by a particular sponsoring faculty member or class of students. Extracurricular activities present an opportunity for many students to practice social skills and to experiment in activities that may represent a career interest. For a student who is not gifted academically, the opportunity to excel in the arts or sports may make a big difference in his or her self-esteem. Through these diverse activities, students can have fun, build a resume for college, increase creativity, improve organizational skills, learn time management, and develop people skills (Eccles, 2003).

To address the need for improving youth empowering agency, the Youth Formation Division was created in 2005 under the Bureau of Learner Support Services (BLSS) of the Department of Education

(DepEd). It aims to develop a proactive Filipino youth that understands that society cannot be successful unless all of its parts work together and address the non-working parts in society by providing a learner-centered development. It supports the K to 12 curriculum by honing and integrating the following learning areas and skills: societal engagement, technical skills, social skills, creativity and innovation skills, affective skills, and self-mastery skills.

The goal of Youth Formation Division is to empower Filipino children and youth and make them responsible, hardworking, enterprising, persevering, value-driven and culturally-rooted equipped with world class skills and imbued with such values such as *Maka-Diyos*, *Maka-Tao*, *Makakalikasan* at *Makabansa*. *Maka-Diyos* is a core value that focuses on the activities that promote the culture of peace, respect, and love despite the multi-cultural population of the school community. *Maka-Tao*, on the other hand, is a core value that focuses on the activities that address the human development, health, and well-being of the school community. The core value that focuses on disaster risk reduction management, and climate change adaptation is the *Makakalikasan*. It also promotes biodiversity and ecological awareness, environmental protection, conservation, and preservation of the environment. The *Makabansa* as the last core value promotes Filipino culture, values, and nationalism, patriotism and volunteerism. It includes activities that demonstrate pride in being a Filipino and allow them to exercise the rights and responsibilities of being a Filipino.

The purpose of the Youth Formation Division is to formulate policies, standards and guidelines on youth programs in collaboration with its stakeholders to complement the learnings through co-curricular and non-curricular activities that promote character formation, civic engagement and social consciousness among the Filipino youth developing them to become value-driven, culturally rooted and God-fearing citizens (Araojo, 2016).

Alongside the creation of the Youth Formation Division is the launching of the Youth Formation Program in every DepEd office. Pursuant to DepEd Order (DO) No. 52, s. 2015 entitled New

Organizational Structures of the Central, Regional and Schools Division Offices of the Department of Education; DO 19, s. 2016 entitled Guidelines on the Organizational Structures and Staffing Patterns of Stand-Alone and Integrated Public Senior High Schools (SHS); and DO 11, s. 2016 entitled Additional Guidelines to DepEd Order 47, 2. 2014 the roles and functions of the Bureau of Learner Support Services (BLSS) – Youth Formation Division (YFD), the functions of the YFP have been clearly defined. Furthermore, DepED Memorandum No. 137, s. 2016 entitled Orientation-Workshop for Youth Formation Program Coordinators of the Regional and Schools Division Offices, directs that the Youth Formation Program (YFP) be handled by the Youth Formation Division of the Bureau of Learning Support Services (BLSS) and its field counterparts, the Education Support Services Division (ESSD) of the Regional Offices and Schools Governance and Operations Division (SGOD) of the Schools Division Offices (RM No. 129, s. 2016).

The Youth Formation Program (YFP) is a gateway to monitor and improve the existing extracurricular activities and other student clubs. The program spearheads the crafting of projects and activities related to youth development. However, since it is a newly formed program, the crafting of projects and activities of both division offices and schools are still in progress. Backdropped against these organizational developments, the researcher deemed it wise to conduct a study with the end view of proposing a Youth Formation Program in public senior high schools in Ligao City which is intended to be used as a template to guide the YFP Coordinators in designing their respective school-specific programs.

Setting of the Study

The setting of the study is Ligao City. There are ten (10) public senior high schools in Ligao City and these are: Amtic NHS, Bacong NHS, Bicol Regional Science HS, Cabarian NHS, Deogracias P. Princesa Memorial HS, Ligao City National Technical Vocational HS, Ligao NHS, Oma-Oma NHS, Paulba NHS and Maonon NHS. These are the only schools that cater to senior high school students, the ultimate beneficiaries of this proposed Youth Formation Program.

Statement of the Problem

This study aimed to consolidate the existing sporadic projects and activities and identify more to form Youth Formation Program in Public Senior High Schools in Ligao City. It also aimed to formulate a template of a project design to guide the school YFP coordinators, school heads and youth leaders in designing their own Youth Formation Program.

Specifically, this study answered the following questions:

1. What is the Vision, Mission and Goal (VMG) of the proposed Youth Formation Program in Senior High Schools in Ligao City?
2. What projects and activities may be included in the proposed Youth Formation Program in the Public Senior High Schools in Ligao City as viewed by the:
School Coordinators, Selected Senior High School Students?
3. What project design/s may be formulated to guide the implementation of the Youth Formation Program?

Conceptual Framework

This part discusses the projects and activities as the input and the project design as the output of the study. With the Vision, Mission and Goal of the Youth Formation Program in Senior High Schools in Ligao City comes the creation of the school youth activities and programs that could empower them. The projects and activities were preferred by the two sets of respondents – the school coordinators and selected senior high school students. In order to develop the youth activities and programs, a precise project design must be initiated by the Youth Formation coordinators.

This project design formulated and initiated by the school coordinators will then verify and prove that the Vision, Mission and Goal of the Youth Formation Program is good and effective. It has a complete set of data on how the project or activity will be implemented.

Furthermore, the project design initiated and formulated by them will serve as the key to achieving Vision, Mission, and Goal of the Youth Formation Program.

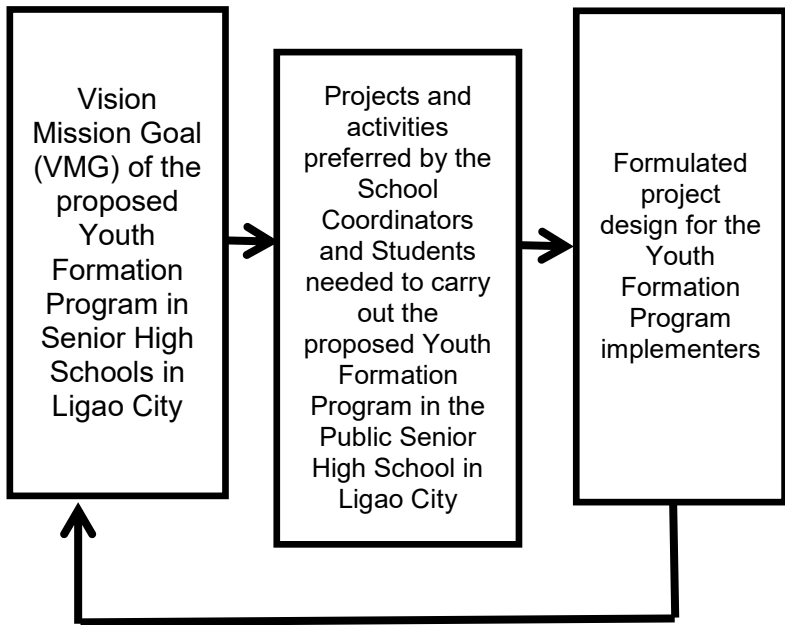


Figure 1
Conceptual Paradigm

Method

Research Design

The research was a descriptive study using a blend of qualitative-quantitative data gathering methods with a self-made structured survey questionnaire as the main instrument in gathering data/information. This research also used focus group discussion (FGD) involving the school coordinators to evolve the vision, mission and goals of the Youth Formation Program. The project designs of the youth formation program which were formulated using the workshop guide are intended to be used in public senior high schools in Ligao City. Before the conduct of the FGD with the school coordinators, the researcher explained and clearly discussed the templates of the project design used during the workshop. During the focus group discussion, the researcher sought ideas from the coordinators regarding the purpose, vision, mission and goal of the youth formation program in school. Their individual answers were processed and thoroughly discussed. Then, the school coordinators presented their

ideas to the group. They combined their ideas so that they can formulate a well-organized thought. From their own formulated statements, they picked important terms to be included in the statement of vision, mission and goal of youth formation programs.

Sources of Data

A researcher-made set of questionnaires was used as a device to determine the projects and activities needed to carry out the proposed Youth Formation Program in senior high schools in Ligao City. The primary source of data came from the aggregate 368 respondents composed of 10 school coordinators and 358 senior high school students. An interview was also conducted to clarify some ambiguous data/information. The current number of enrollees in public senior high school students was sourced from the database of the Division of Ligao City.

Respondents and Key Informants (KIs) of the Study

The population and sample of the study are presented in Table 1. Two groups participated in this study: the school coordinators and students. The school coordinators participated on crafting the Division Vision, Mission and Goal of the Youth Formation Program of Senior High Schools in Ligao City. All 10 school coordinators were involved both as respondents and key informants. On the other hand, only a sample of the students were involved in the study. The sample size for the student respondents was computed using Slovin’s Formula (Blackwell, 2009) as follows:

$$n = \frac{N}{(1 + Ne^2)}$$

Where:

N

=

Total population

n

=

No. of samples

e

=

Error margin/margin of error

Based on the results of the computation using the Slovin’s formula, the sample size for the students totaled 358. After determining the sample size for each school proportionate to its size, the school

officers of the different school organizations were selected to form part of the student respondents. There were more than enough officers to meet the required sampling size for each school. Thus, the total 358 sample size required was completely filled up. Table 1 shows the sampling units distribution by school.

Table 1
Respondents and Key Informants of the Study

School's Name	School Coordinators (respondents)	SHS Students (Number of Population)	Sample Size (SHS students— Respondents)
Amtic NHS	1	91	10
Bacong NHS	1	423	45
Bicol Regional Science HS	1	164	17
Cabarian NHS	1	220	23
Deogracias P. Princesa Memorial HS	1	199	21
Ligao City Technical Vocational HS	1	257	27
Ligao National HS	1	1,605	171
Oma-Oma National HS	1	101	11
Paulba National HS	1	205	22
Maonon National HS	1	99	11
Total	10	3,364*	358

*Source: DepEd Learner Information System as of December 4, 2017

Research Instruments

Researcher-developed questionnaires (See Appendices A, & B) were used to find out the preferences of the students and coordinators for projects and activities for the proposed Youth Formation Program in Senior High Schools in Ligao City. Some indicators used in the questionnaires were taken from the presentation of the National Chief Education Supervisor, Arnulfo H. Empleo during the conduct of Year-

End YFP Implementation Review & Planning Workshop on January 22-26, 2018 at West Avenue Suites, Quezon City. Others were derived from the suggestions of the school coordinators.

The instruments used in this study are as follows: For the student respondents, the survey questionnaire was used to identify the specific projects and activities they opt to be implemented in their school; For the School Coordinators, the survey questionnaire was used to recognize what specific projects or activities were desired by the school coordinators; For the School Coordinators, the focused group discussion was used to validate the possible projects and programs for implementation in Senior High School. This was also used for the formulation of project design to guide the implementers of senior high schools in Ligao City.

The self-made survey questionnaires were utilized in gathering data to identify some projects and activities for the senior high schools and then to formulate a project design for the Youth Formation Program in Senior High Schools in Ligao City. These were gathered from the responses of the 10 school coordinators and 358 selected students of Senior High Schools in Ligao City.

Validation of Survey Questionnaire

For validation purposes, the survey questionnaires were given to one school coordinator and four public senior high school students in Mauraro National High School in Guinobatan, Albay. Further, the respondents were asked to give their comments and suggestions on how the researcher could improve the study. Since there were no suggestions given, the researcher was confident that the survey questionnaires were valid tools for her instruments.

Data Gathering Procedure

The formal data gathering process started after obtaining the approval of all concerned authorities. The distribution of the research instrument followed afterwards. The data gathering procedures of this study followed several steps. First, the researcher sought permission

from the Schools Division Superintendent of Ligao City and the school heads of the Senior High Schools for the venue of the data gathering process. After the approval of the respective authorities, the researcher submitted her paper for proposal defense to the thesis committee, who reviewed the paper. Upon approval, the recommendations of the thesis committee were effected. The questionnaire was revised and finalized. Then, the researcher personally distributed the questionnaires to the respondents. During her visit to the schools, she asked the school coordinator to gather the SHS students in one place so that the distribution of the questionnaires would be facilitated. She explained the procedures on how to answer the questionnaires based on the stated direction. After answering the questionnaires she was able to retrieve the questionnaires within the day of her visit, thus, the 100% retrieval of the questionnaires.

Upon retrieval of the questionnaires, the researcher double-checked the responses and looked into the completeness of the respondents' answers before she tallied them per area. The data gathered were collated using frequency and word tables to facilitate the data analysis and interpretation.

Statistical Treatment

In the treatment of the data gathered, the following descriptive statistics were used for better analysis and interpretation of data: frequency count, percentage, ranking and difference method. Ranking was used as a tool to determine the orderly arrangement of the data from the highest to lowest and vice versa (Fligner, 2007). This tool was used to determine the ranking of the projects and activities needed to carry out the proposed youth formation program as viewed by the school coordinators and selected senior high schools in Ligao City. The frequency counts transformed into percentages, were ranked, after which consistency of the preferences of projects and activities of school coordinators and students was determined using Spearman Rank difference method with the formula:

$$r_s = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

Where:

r = Spearman Rank Correlation Coefficient

D = Difference between the pair of ranks

N = Number

Results and Discussions

The data analysis and interpretation was carried out in two phases. The first part, which dealt with the data drawn from the interview and focus group discussion used qualitative analysis. The second, which was based on the data gathered from responses in the questionnaire, was quantitatively analyzed.

Vision, Mission and Goal of the Proposed Youth Formation Program in Public Senior High Schools in Ligao City

The analysis and interpretation of data for vision, mission and goal of the youth formation program in public senior high schools in Ligao City came from the results of the interview and focus group discussion which were conducted among school coordinators of senior high schools in Ligao City. Prior to the sharing of ideas, the Division Youth Formation Coordinator presented the National Youth Formation Program Statement of Purpose and Goal. This served as their guide in crafting the Division VMG of Youth Formation Program. Then, each coordinator was given a chance to write his/her ideas on the small piece of paper about the said topic as a guide for the subsequent discussion. Afterwards, school coordinators actively shared their insights in formulating the vision, mission and goal of the youth formation program. The complete list of their responses pertaining to specific topics during the FGD is presented in Table 2.

YFP Purpose. Table 2 presents the discussion among school coordinators and the researcher about the purpose of the youth formation programs in public senior high schools in Ligao City.

All the school coordinators of senior high schools in Ligao City stated their own perceived purpose of the youth formation program in Ligao City. The researcher also provided the school coordinators with a piece of paper for them to suggest ideas pertaining to the purpose of the youth formation programs in school. Their individual answers were processed and thoroughly discussed.

During the FGD, the school coordinators presented their ideas to the group. They combined their ideas to formulate a well-organized statement of purpose of YFP. From their own formulated statements, they picked out key terms to be included on the statement of purpose of youth formation programs.

According to them, the terms which should be included in the statement of purpose of YFP are youth formation programs, empowerment, holistic development and the core values of DepEd such as Maka-Diyos, Maka-Tao, Makakalikasan and Makabansa. They believed that these terms are important and would bring meaning to the outcome of formulating the statement of purpose of YFP. Afterwhich, the group formulated a general purpose for YFP in Ligao City which reads: “Youth programs in school provide youth formation programs leading to empowerment and holistic development imbued with the four core values of Department of Education such as Maka-Diyos, Maka-Tao, Makabansa and Makakalikasan.” Most of them stated that youth activities in school would lead to youth’s growth and development. They unanimously suggested to include the DepEd four core values in the statement of purpose so that these core values would guide the students in actualizing the Youth Formation programs they designed.

Table 2
Purpose of Youth Formation Program in the School

Respondents (School Coordinators)	Individual Responses (Recorded Verbatim)
SC 1 (Amtic National High School)	To build the capacity of each individual or of each student in the different activities of the school for them to be enlightened about the importance of all activities, most especially to the youth
SC 2 (Bacong National High School)	To serve as catalyst for crafting youth-oriented policies, standards, guidelines, and initiated programs for youth development
SC 3 (Bicol Regional Science High School)	To maximize the full potentials of the youth in order for them to become well-rounded and responsible citizens of the country
SC 4 (Cabarian National High School)	To serve as the primary instrument in bringing up values and development in a community
SC 5 (Deogracias P. Princesa Memorial High School)	To provide youth-serving units and organization with responsive learner-centered, youth-oriented policies, standards, guidelines, programs and projects in school
SC 6 (Ligao City National Technical-Vocational High School)	To develop the skills and knowledge of youth as part of society
SC 7 (Ligao National High School)	To strengthen the collaboration among youth through providing them with relevant programs, projects and activities geared toward their holistic development
SC 8 (Oma-Oma National High School)	To empower youth and be an effective model or leader
SC 9 (Paulba National High School)	To empower and motivate the students to embrace/ enhance various skills that are anchored to the needs/ wants of the students as the 21st century learners
S10 (Maonon National High School)	To offer opportunities for holistic development of the youth in Ligao City anchored on the four DepEd core values such as Maka-Diyos, Makatao, Makabansa and Makakalikasan

YFP Vision. Table 3 presents the discussion among school coordinators and the researcher about the vision of the youth formation programs in Public Senior High Schools in Ligao City.

Table 3

Vision of Youth Formation Program in the School

Respondents (School Coordinators)	Individual Responses
SC 1 (Amtic National High School)	We dream that each student has a discipline in conducting all the activities in the school and it must be inculcated to their minds that learning must be taken into consideration while doing the activity
SC 2 (Bacong National High School)	To establish youth community in Ligao City that cares social responsibility; develop youth leaders who are value-driven and culturally-rooted equipped and imbued with values such as Maka-Diyos, Makatao, Makabansa and Makakalikasan
SC 3 (Bicol Regional Science High School)	To produce GLOCAL (Globally Competitive Youth but Locally in Actions) Youth
SC 4 (Cabarian National High School)	Empowered Ligaoeños youth who are responsible, able, skilled and value-driven; a community of youth agent of positive changes
SC 5 (Deogracias P. Princesa Memorial High School)	Let the youth contribute to the holistic development of learners who are values-driven, career-oriented, culturally-rooted and socially responsible citizens
SC 6 (Ligao City National Technical-Vocational High School)	To act accordingly, provide own-disciplined, be more competent, responsible and competitive youth leaders of society
SC 7 (Ligao National High School)	An empowered and equipped youth of Ligao City who can lead and serve the community and the country as well
SC 8 (Oma-Oma National High School)	We dream of Ligaoeños children and youth who possess values, skills and competencies that can be of great help in making them productive and responsible citizens of our nation
SC 9 (Paulba National High School)	To be able to provide strong youth services that touch the holistic personality of the learners
S10 (Maonon National High School)	The YFP dreams of a value-oriented and culture-rooted youth of Ligao imbued with the DepEd core values that can contribute to the progress of the community and of the country

All the school coordinators of senior high schools in Ligao City stated their own formulated vision of the youth formation program. After formulating their own statement of YFP's vision, they agreed and made a general formulation of the vision. During the focus group discussion, they chose important terms that would bring meaning to the vision of YFP as a whole. They chose the terms dream, youth community in Ligao City, holistically developed, in accordance to the Filipino values and lead to the country's development. They also suggested to highly emphasize the word "we" at the beginning of the vision's statement. The word "we" pertains to the whole SDO of Ligao City since they are one family and having one goal as a team. The school coordinators of the seniors high schools in Ligao City formulated a general vision of the Youth Formation Program in Ligao City Division which states that "We dream of Youth Community in Ligao City who are holistically developed and who live in accordance to the Filipino Values that would lead to the development of the country". With this vision, youth must be properly oriented and taught with the skills and knowledge to become productive citizens of the nation.

YFP Mission. Table 4 presents the discussion among school coordinators and the researcher about the mission of the youth formation programs in Public Senior High Schools in Ligao City.

All the school coordinators of senior high schools in Ligao City stated their own formulated mission of the youth formation program. After formulating their own statement of YFP mission, they made a general mission statement. During the group interaction, all school coordinators gave their comments and suggestions on what mission statement to be formulated.

Table 4

Mission of Youth Formation Program in the School

Respondents (School Coordinators)	Individual Responses (Recorded Verbatim)
SC 1 (Amtic National High School)	All the programs of YFP and the students involved in facilitating the activities must be oriented so that positive result will be achieved
SC 2 (Bacong National High School)	To initiate projects, plans and programs for youth community to craft youth-oriented policies, guidelines and holistic development of learners to become socially responsible citizens
SC 3 (Bicol Regional Science High School)	To create linkages in order to address gaps and to create ideal youth and socially responsible nation
SC 4 (Cabarian National High School)	To establish and promote programs, projects, trainings and capacity buildings that will cater holistic approach
SC 5 (Deogracias P. Princesa Memorial High School)	To enable the youth to stand on their own and be a role model who possess good values such as integrity, choice and accountability, good works and Divine nature
SC 6 (Ligao City National Technical-Vocational HS)	To render good services and provide programs for youth leaders
SC 7 (Ligao National High School)	To craft, implement and monitor relevant PPAs towards youth formation development; equip the youth with the necessary life skills which are essential to meet their full potential
SC 8 (Oma-Oma National High School)	To produce well-rounded individuals who live in accordance with the core values: Maka-Diyos, Makatao, Makakalikasan and Makabansa
SC 9 (Paulba National High School)	To inculcate and cultivate the character formation of the learners to be more socially responsible
S10 (Maonon National High School)	To offer well-planned youth development programs that would cater the needs of the youth of Ligao City and enable them to perform in a holistic approach

Out of their own formulated mission statement, they selected the key terms that would cater to the exact meaning and essence of the YFP's mission. The terms that they have suggested to be part of the mission statement are sustainable youth formation programs and services, cater, needs of Ligaoños and well-rounded individuals. After identifying the key terms to be included in the mission statement, the school coordinators of the seniors high schools in Ligao City formulated a general mission statement of the Youth Formation Program in Ligao City Division which states thus; "To offer various

sustainable youth development programs and services in Ligao City that will cater the needs of Ligaoños for them to become well-rounded individuals”. They also believed that developing core values is essential in character formation. Furthermore, with effective projects and activities, the leadership skills of the youth will be developed.

The school coordinators also believed that values formation goes hand in hand with good leadership. That is why it is important to propose and develop positive values towards good leadership. Moreover, all programs and projects must be learner-centered so that their needs would be properly addressed.

To sum up, shown is the proposed YFP vision, mission and goal crafted during the FGD involving the 10 coordinators of public senior high schools in Ligao City:

<p>Vision</p> <p>We dream of a Youth Community in Ligao City which is holistically developed where the youth live in accordance with the Filipino Values that would lead to the development of the country</p> <p>Mission</p> <p>To offer various sustainable youth development programs and services in Ligao City that would cater the needs of Ligaoños for them to become well-rounded individuals.</p> <p>Goal</p> <p>Have an empowered youth of Ligao City who are well-disciplined, responsible, competent and equipped with the 21st century skills and imbued with values such as Maka-Diyos, Makatao, Makabansa and Makakalikasan.</p>

YFP Goal. Table 5 presents the discussion among school coordinators and the researcher about the goal of the youth formation programs in Public Senior High Schools in Ligao City.

Based on the data gathered, all the school coordinators of senior high schools in Ligao City formulated a goal for the youth formation program. After formulating their own statement of goal of YFP, they agreed and made a general goal statement. Before coming up with a general statement of youth formation programs in school, they have

undergone brainstorming on the different ideas that they suggested. All of them agreed that only the important terms should be included in the goal statement. Thus, the ideas to be included should be concise, precise and easy to understand. The terms that they chose were empowered youth; individual positive characters such as well-disciplined, responsible, competent; and the four core values of DepEd. They came up with the goal which states thus; “Empowered youth of Ligao City who are well-disciplined, responsible, competent and equipped with the 21st century skills and imbued with the values Maka-Diyos, Maka-Tao, Makabansa and Makakalikasan.”

Table 5
Goal of Youth Formation Program

Respondents (School Coordinators)	Individual Responses (Recorded verbatim)
School Coordinator 1 (Amtic National HS)	To enlighten the mind of the students and most importantly, to gain knowledge that is useful in their everyday life; for them also to learn the importance of being responsible individuals
School Coordinator 2 (Bacong National High School)	To support youth community members of Ligao City who are Maka-Diyos, Makatao, Makabansa and Makakalikasan with world class skills
School Coordinator 3 (Bicol Regional Science HS)	To equip the youth with the right skills and attitudes that the modern day demands
School Coordinator 4 (Cabarian National HS)	To create youth full of enthusiasm in building a society with respect, creativity and values
School Coordinator 5 (Deogracias P. Princesa Memorial High School)	To provides youth-serving units and organization with responsive learner-centered, youth-oriented policies, standards, guidelines, programs and projects in school
School Coordinator 6 (Ligao City National Technical-Vocational HS)	To empower young minds, equip the youth with proper discipline, and give them knowledge on responsible youth leaders
School Coordinator 7 (Ligao National High School)	To have empowered, skilled & equipped youth imbued with the core values (Maka-Diyos, Makatao, Makabansa and Makakalikasan)
School Coordinator 8 (Oma-Oma National HS)	Develop programs & projects that are youth-oriented which can contribute in becoming responsible citizens
School Coordinator 9 (Paulba National HS)	To strengthen their awareness on the current situations that would tap their values formation
School Coordinator 10 (Maonon National HS)	To produce a value-oriented and culturally-rooted youth of Ligao City equipped with world-class skills imbued with hardwork and perseverance that can compete and showcase globally

Needed Projects and Activities that may be Included the Proposed Youth Formation Programs in the Public Senior High School in Ligao City

This phase of analysis and interpretation of data came from the questionnaires retrieved from the school coordinators and selected senior high school students. This part also discusses the projects and activities needed to carry out the proposed youth formation program in the public senior high schools in Ligao City as viewed by the school coordinators and selected SHS students. The school coordinators then formulated some project designs that would guide the YFP implementers in carrying out the YFP activities during implementation.

The school coordinators and students were given a set of questions to answer and their responses were pooled and categorized under the four areas: Maka-Diyos, Maka-Tao, Makakalikasan and Makabansa. Results for core values of Maka-Diyos are reflected in Table 6.

Table 6
Projects and Activities under the Core Value of Maka-Diyos

Project/Activities	Coordinators (x)			Students (y)		
	Freq	Percent	Rank	Freq	Percent	Rank
Annual Christmas Gift Giving for Indigent Students	9	90	1	290	81	1
Youth Religious Encampment	7	70	2	200	56	2
Recollection	4	40	3	198	55	3

$$r_s = 0 \text{ (No Difference)}$$

Core Value of Maka-Diyos. Table 6 discusses the projects and activities under the core value of Maka-Diyos as viewed by the school coordinators and the selected students of Public Senior High Schools in Ligao City. The results revealed that both the school coordinators and the students are in complete agreement on their preferred activities under the

core value of Maka-Diyos. This means that they recognize the need for these activities as essential and useful.

It, therefore, implies that along the core values of Maka-Diyos, most of the school coordinators preferred the “Annual Christmas Gift Giving for Indigent Students” since they believe in the spirit of giving on Christmas. Also, they wanted to help those indigent students in their school. With this project, they would be able help their students even in a little way. In like manner, most of the selected SHS students of Ligao City chose “Annual Christmas Gift Giving for Indigent Students” because they also want the indigent students to receive gifts during Christmas and on their part to be able share their blessings during the season.

Based on the aforementioned data, there is no difference between the preferences of the school coordinators and students. Most of them have the same preference on the activities under the core value of Maka-Diyos. This is an indicator that the activities mentioned can be an excellent channels to promote the culture of respect, peace, respect and love.

Table 7

Projects and Activities under the Core Value of Maka-Tao

Project/Activities	Coordinators (X)			Students (Y)		
	Freq	Percent	Rank	Freq	Percent	Rank
Responsible Psycho Sexual Behavior and Anti-Bullying Awareness	10	100	1.5	271	76	2.5
Seminar on Social Use and Social Media Awareness	10	100	1.5	294	82	1
Personality Development	9	90	3	190	50	8
Public Speaking Skills Training and Development	8	80	4	242	65	6
Seminar on Effective Writing and Workshop	7	70	5	265	74	4
Kalusugan Ko, Kinabukasan ko (Health Awareness Training)	5	50	7	271	76	2.5
Search for Best Performing Public SHS Student Leaders	5	50	7	201	56	7
Negosyo ko, Negosyo Mo, sa Kabataan ang Progreso (Business Management Training)	5	50	7	244	68	5

$$r_s = .29 \text{ (Slight Difference)}$$

Core Value of Maka-Tao. Table 7 discusses the projects and activities under the core value of Maka-Tao as viewed by the school coordinators and the selected students of senior high schools in Ligao City. The results show that along the core value of Maka-Tao, the top five most preferred activities by the school coordinators were “Responsible Sexual Behavior and Anti-Bullying Awareness”, “Seminar on Social Use & Social Media Awareness”, “Personality Development Training”, “Public Speaking Skills Training Development” and Seminar on Effective Writing and Workshop” while the top five choices of the students were “Seminar on Social Use and Social Media Awareness”, “Responsible Sexual Behavior and Anti-Bullying Awareness”, “Kinabukasan Ko (Health Awareness Activity)” and “Seminar on Effective Writing and Workshop”.

It is evident that there is quite a difference between the preferences of the selected SHS students and school coordinators. While both chose the Seminar on the Social Use and Social Media Awareness, they differed in their choices on all other projects and activities. Applying the Spearman Rank Difference Method to determine the consistency of the choices, a correlation coefficient value was very small ($r_s = .34$).

Therefore, most of the school coordinators wanted to have both the Responsible Sexual Behavior and Anti-Bullying Awareness and Seminar on Social Use and Social Media Awareness. They said that they opted for these projects because there was a high incidence rate of teenage pregnancy and bullying in their area. Through seminars, they can at least provide some ideas and information on how to handle these problems. Moreover, they noticed that most of the students in their schools were using social media and they wanted their students to use social media properly and ethically. Likewise, most of the students of Senior High Schools in Ligao City chose the activity on the Seminar on Social Use and Social Media Awareness because they wanted to know more about the social media. It is also because students now live in technology-dominated world. According to them, through this study, they would be enlightened on how to use the social media properly.

Core Value of Makakalikasan. Table 8 discusses the projects

and activities under the core value of Makakalikasan as viewed by the school coordinators and the selected students of senior high schools in Ligao City. The results reveal that along the core value of Makakalikasan, the top five most preferred activities by the school coordinators are “Disaster Risk Reduction Training for Students Awareness”, “Clean & Green and Eco-Friendly School Activities”, “Seminar on Recycling Materials”, “Seminars on Environmental Issues in School” and “Seminar on Solid Waste Management”. On the other hand, the top five most preferred by the selected SHS students are “Disaster Risk Reduction Training for Students Awareness”, “Seminar on Solid Waste Management”, “Seminars on Environmental Issues in School”, “Coastal Clean-Up”, and “Seminar on Recycling Materials”.

Both students and coordinators considered the activity “Disaster Risk Reduction Training for Students Awareness” as their top choice. But they differed in their preferences for the rest of the projects and activities. The Spearman rank difference correlation coefficient value of .29 implies that the rank order of the coordinators and the students choices are slightly different.

Table 8
Projects and Activities under the Core Value of Makakalikasan

Project/ Activities	Coordinators (X)			Students (Y)		
	Freq	Percent	Rank	Freq	Percent	Rank
Disaster Risk Reduction.	10	100	1	01	84	1
Clean & Green and Eco-Friendly School Activities	9	90	2.5	269	75	6.5
Seminar on Recycling Materials	9	90	2.5	273	76	5
Seminars on Environmental Issues in School	8	80	4.5	289	81	3
Seminar on Solid Waste Management	8	80	4.5	294	82	2
Poster-Making Contest: Environmental Awareness	7	70	6	269	75	6.5
Coastal Clean-Up	6	60	7	284	79	4

$$r_s = .29 \text{ (Slight Difference)}$$

Both coordinators and students wanted to have an activity regarding the disaster risk reduction training for students awareness probably because they wanted to make sure that the students are well prepared and ready at all times especially during disasters.

Core Value of Makabansa. Table 9 reflects the projects and activities under the core value of Makabansa as viewed by the school coordinators and the selected students of senior high schools in Ligao City.

Table 9
Projects and Activities under the Core Value of Makabansa

Project/Activities	Coordinators (X)			Students (Y)		
	Freq	Percent	Rank	Freq	Percent	Rank
Symposium on White and Blue Collar Occupations	9	90	1	271	76	1
Drug Awareness Training for Students	8	80	2	248	69	5.5
Annual Reorganization of Supreme Government Officers	7	70	3.5	68	75	2
Malikhaing Kabataan, Kabalik sa Kaunlaran (Creative Writing Contest)	7	70	3.5	26	63	7
Search for Outstanding School Club Organization and Teacher	6	60	5	212	59	8
Exhibit of Philippine Symbols: Independence Day Activity	5	50	6.5	262	73	3
Kasaysayan ng Bayan Ko, Ikwento Mo	5	50	6.5	258	72	4
Slogan Contest: Love for the Country	4	40	8	248	69	5.5

$$r_s = .28 \text{ (Slight Difference)}$$

The results show that along the core value of Makabansa, the top most preferred activity by both school coordinators and students was the “Symposium on White & Blue Collar Occupations”. They differed in the rank order of their preference for all other activities and projects as indicated by a corelation coefficient value ($r_s = .28$).

Proposed Project Design to Guide the Implementation of the Youth Formation Program

With the different projects and activities that were mentioned by the school coordinators and selected students, the researcher together with the school coordinators formulated some project designs to guide the YFP implementers in undertaking the proposed youth formation program activities. One project design is included in this section to serve as template.

I. General Program Information

Project Title	: Disaster Risk Reduction Training for Students Awareness
Project Description	: This is a two-day training program for the SHS Students
Duration	: Two Days in August 2018
Management Level of Program	: School-Based
Target Participants	: Senior High School Students
Budget Requirements	: Php 52,482.00

Rationale:

The Bicol Region experiences frequent disasters. Such conditions result in widespread human, environmental and material losses, which cause disruptions and wreak havoc to society. Risks from disasters, natural or man-made can be reduced; especially the loss of lives and property. With proper responses losses, can be avoided. Awareness of how disaster risk may be reduced is necessary, hence this proposed program on disaster risk reduction training for students awareness.

To be aware and prepared for the risk that disasters bring about, the students including school personnel need to be adequately trained.

Objectives:

By the end of the activity, the following objectives should be met:

1. Disaster risk management and reduction-(DRRM)-Oriented Students
2. Knowledgeable students on how to be alert and disaster-prepared
3. Disaster conscious students for their safety

Program Outputs:

At the end of the activity, participants should have developed the following:

Module 1 – Introduction about Disaster Risk Reduction

- Insights on the basic concept of disaster risk reduction and management
- Reduce disasters in school
- 100% preparedness during disasters

Module 2 – Concepts of Vulnerability and Risks

- Defined concept and types of vulnerability
- Skills in Differentiating vulnerability and risks
- Comprehensive knowledge on how to deal with various risks

Module 3 – Earthquake Safety Precautions

- Measures for earthquake risk reduction
- Tips on what to do before, during and after earthquake
- School tips for earthquake safety

Module 4 – Volcano Safety Tips

- Recognition of do's and don'ts during volcanic eruption
- Well-equipped with ideas on how to remain calm during volcano eruption
- Identified ways on how to help others during volcano erupt

Module 5 – Fire Safety Tips

- Identified home fire safety tips
- On-campus precautions
- Detailed steps for reduced fire situations

Expected Outcomes:

1. Students who are equipped with knowledge on how to keep themselves and others safe during disasters;
2. Students who can help school heads, teachers and school personnel

- reduce disaster situations;
 3. Students who are more conscious of their surroundings and are more alert during disasters

II. Program Delivery

No.	Activity/Module/ Session/ Title	Specific Objectives	Content	Resource Materials
Module 1 – Introduction about Disaster Risk Reduction				
1	Basic concept of disaster risk reduction and management	Discuss the meaning and concept of disaster risk reduction and management	Meaning and concept of disaster risk reduction and management	PowerPoint Presentation
2	Ways on how to reduce disasters in school	Explain the tips on how to reduce disasters in school	Tips on how to reduce disasters in school	PowerPoint Presentation
3	A-Must Steps to do during disasters	Discuss the different ways on how to be disaster prepared in school	Ways or strategies on how to be disaster prepared in school	PowerPoint Presentation
Module 2 – Concepts of Vulnerability and Risks				
1	Defined concept and types of vulnerability	Discuss on the concept and types of vulnerability	Concept and types of vulnerability	PowerPoint Presentation
2	Difference between vulnerability and risks	Differentiate the term vulnerability from risks	Distinction between vulnerability and risks	PowerPoint Presentation
3	Comprehensive knowledge on how to deal with various risks	Explain the different ways and strategies on how to cope up with various risks	Coping risks – Its Ways and Strategies	PowerPoint Presentation
Module 3 – Earthquake Safety Precautions				
1	Measures for earthquake risk reduction	Discuss the earthquake risk reduction basic concepts	Fundamental Concepts of Earthquake risk reduction	PowerPoint Presentation
2	Tips on what to do before, during and after earthquake	Enumerate the different procedures on what to do before, during and after earthquake	List of activities or things a student must follow before, during and after earthquake	PowerPoint Presentation
3	School tips for earthquake safety	Explain the school tips for earthquake safety	List of possible ways on how to remain safe during earthquake in school	
Module 4 – Volcano Safety Tips				
1	Do's and don'ts during volcanic eruption	Discuss the do's and don'ts during volcanic eruption	Things a student must follow during volcanic eruption	PowerPoint Presentation
2	Ideas on how to remain calm during volcanic eruption	Explain the different tips on how to remain calm during volcanic eruption	Tips, strategies and ways to stay calm during volcanic eruption	PowerPoint Presentation
3	Ways on how to help others during volcanic eruption	Discuss the different ways on how to help others during volcanic eruption	Strategic plans and methods to help others during volcanic eruption	PowerPoint Presentation
Module 5 – Fire Safety Tips				
1	Home fire safety tips	Discuss the different home fire safety tips	Different home fire safety tips	PowerPoint Presentation
2	On-campus precautions	Explain the on-campus precautions during fire	Different on-campus precautions	PowerPoint Presentation
3	Steps for reduced fire situations	Discuss the different steps for reduced fire situations	Do's and don'ts to avoid fire situations in schools and at home	PowerPoint Presentation

The program content and expected outputs:

III. Needed Supplies, Equipment, and Materials

The following materials and equipment are suggested for a successful implementation of this induction program:

- PowerPoint presentation
- Laptop
- LCD Projector
- Ball pens
- Markers
- Notebook
- Training ID

Budget Template for Training and Development Programs

Activity : Disaster Risk Reduction Training for
Students Awareness

Level : School

Venue : School

Date : August 2018

Please fill or shade the corresponding mode of Induction Program

Delivery

	Mentoring Programs		Coaching Programs
	Professional Learning Teams		Peer Observation Programs
	Seminar/Workshop		Accredited Courses
	Structured Professional Reading		Personal Professional Reading
	Practicum/School Visit Programs		On-line Learning Programs
	External Consultant/Critical Friend		Others: _____

Food = To be charged against local funds

Items Of Expenditure	# Required	Cost Per Day	Total # of Days	Amount
Implementation				
Food (Students)	100	200	2	40,000.00
Food (Speakers & facilitators)	8	200	2	3,200.00
Honorarium for speakers	5	1,000		5,000.00
Total				P48,200.00

Particulars/Items	Qty	Unit Cost	Total Cost
Bond paper (short)	1 ream	16500	165.00
Bond paper (long)	1 ream	196.00	196.00
Folders	100 pcs.	8.00	800.00
Ballpen	100 pcs.	10.00	1,000.00
Brown envelope	100 pcs	3.00	300.00
Cartolina (for metacards)	10 pcs.	6.00	60.00
Laid Papers for Certificates	5 pcs.	2.00	10.00
Frame for Certificate	5 pcs.	100.00	500.00
ID Holder	100 pcs	5.00	500.00
Scotch tape	3 pcs.	17.00	51.00
Tarpaulin	1 pc.	700.00	700.00
TOTAL			P4,282.00

Program of Activities

TIME	ACTIVITIES	PERSON IN-CHARGE
Day 1		
8:00 – 9:00	Arrival of the Participants/ Registration	Facilitators
9:01 – 9:30	Opening Program	AVP
9:31-12:00	Introduction about Disaster Risk Reduction	Resource Speaker
Lunch Break		
1:00 – 3:00	Concepts of Vulnerability and Risks	Resource Speaker
3:01 – 5:00	Earthquake Safety Precautions	Resource Speaker
Day 2		
8:00 – 9:00	Management of Learning	Facilitators
9:01-12:00	Volcano Safety Tips	Resource Speaker
Lunch Break		
1:00-2:30	Fire Safety Tips	Resource Speaker
2:31-4:00	Activity Workshop	Resource Speaker
4:00-5:00	Closing Program	Facilitator
End of the Activity -		

Conclusions

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

1. The youth activities in school will lead to the youth's growth and development. The formulated vision by the school coordinators states that the youth must be properly oriented and taught the skills and knowledge to become productive citizens of the nation. The formulated mission states that developing core values is essential in character formation. As to the goal of the Youth Formation Program, the school coordinators believe that values formation should go with good leadership. In addition, all programs and projects must be learner-centered so that the youth's needs would be addressed properly.

2. The coordinators and students had different rank order on these preferred projects and activities but they agreed completely with the conduct of: Annual Christmas Gift Giving for Indigent Students, Seminar on Responsible Psycho-Sexual Behavior and Anti-Bullying Awareness, Seminar on Social Use and Social Media Awareness, Disaster Risk Reduction Training for Students Awareness and Symposium on White and Blue Collar Occupations.

3. Design for each project and/or activity must be made following a uniform template reflecting the rationale, objectives, expected outputs and outcomes, program delivery, resources and cost. To guide the program implementers, a sample project design is presented in this study.

Recommendations

Based on the findings and conclusions presented, the following recommendations were suggested:

1. The Youth Formation implementers should consider the point of view of other stakeholders including the school heads and the student leaders with regard to the creation of the Division statement of purpose, vision, mission and goal of the YFP. The Vision, Mission and Goal formulated must be validated for official adoption. Each school must create its own statement of purpose, vision, mission and goal for the school-based Youth Formation Program aligned in the division's YFP statement of purpose, vision, mission and goal.

2. The school coordinators of the senior high schools in Ligao

City must also consider the projects and activities that were chosen by the students so that the students would be more active and participative during the activities. Moreover, they should track the attendance of the youth in the YFP activities.

3. The YFP implementers must adopt the project designs that were formulated by the school coordinators so that they would be guided properly in its implementation.

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The Work-Life Balance and Workplace Stress of the Managers in Sutherland Global Services Legazpi

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Abstract

This research explored one of the biggest problems of the managers today, which is work-life balance. Specifically, it determined the work-life balance of the managers in Sutherland Global Service Legazpi. This research also identified the workplace stress of these respondents aside from the work-life balance. The respondents in this study were the total population of managers in the organization (N=20). Survey questionnaires were used as the data gathering tool and the researcher was given permission by Neil Whitten, author of the Questionnaire for Self-Assessing Your Work-Life Balance and Danielle Boyd, general manager of the American Institute of Stress for the Workplace Stress Survey, so it could be used in this research. This study also determined the correlation between the work-life balance and workplace stress of the respondents. Further, a key informant interview was conducted on one of the top leaders of the organization to identify possible strategies that could be developed to mitigate the workplace stress and achieve work-life balance among the managers. As the results revealed, there was a lack of work-life balance among the managers of Sutherland Global Services Legazpi. Also, it did not indicate a strong evidence that there is a correlation between the work-life balance and the workplace stress with r value at 0.33. Lastly, the organization welcomed the idea of work-life balance and workplace stress and recommended strategies that can be developed in order to address the issues faced by managers in terms of their work-life balance and workplace stress.

Keywords: *Work-Life balance, Workplace stress, Managers*

People are now living in a world wherein work and personal life are almost inseparable. For the last three decades, work-life balance has been a subject of study, however, the problem seems to be getting worse

and the solutions look farther away than ever. In a global research done by Ernst and Young (EY) between November 2014 and January 2015, a third of the respondents claimed that in the past five years, managing work-life has become more difficult. The research was conducted in eight countries including US, UK, India, Japan, China, Germany, Mexico and Brazil and surveyed approximately 9700 full-time workers (Bracco, 2016; see also “Study: work-life challenges across generations”, n.d.). EY is a multinational professional services firm headquartered in London, England, United Kingdom (“Advisory, assurance, tax, transaction, services-EY-global”, n.d.). Also, according to the report from EY, 46% of managers globally are working more than 40 hours per week, and 40% say their hours have increased over the past five years.

Furthermore, in a research done by *workplacetrends.com*, 67% of people in Human Resources claim that their employees had a healthy work-life balance, however, 45% of employees said that they did not have enough time for "personal activities" (Shriar, 2016). The Corporate Executive Board (CEB), a global best practice insights company that provides products and services to businesses worldwide (The corporate executive board, n.d.), said that 53% of employees in 2006 said that they had a good work-life balance. However, the percentage went down to 30% in the first quarter of 2009 according to the CEB report. A lot of employees today are too busy working that they have no time to make a life. Work-life balance ranks as one of the most imperative workplace attributes, compensation is only at the second. Compared to the employees who feel overworked, employees who feel that they have a better work-life balance tend to work 21% harder (Kehl, 2012). In these times of continual at-your-finger-tips technology and real time communication, creating and maintaining a healthy work-life balance is one of the biggest challenges for managers (Graham, n.d.).

Organizations use the job title “Manager” to denote an employee who has certain responsibilities and duties to lead functions or departments and/or employees. A manager is assigned to a specific level in an organizational chart (Heathfield, 2017). Managers are usually in the position to lead and influence change. If a person is holding a managerial position, it means more perks and salary in the company and not needing to sit in a cubicle. Above all, there is nothing like the fulfillment of helping an employee or team reach its goals and perform at its best. But, there is a consequence for the status and those extra rewards and perks. A

manager will have to deal with tough issues that can cause them to lose sleep (MacCarthy, 2018). When employees are seeking work-life balance, the role of a manager is very important. When managers pursue work life balance in their own lives, they model appropriate behaviour and support employees that are in search of their work-life balance (Heathfield, 2018). Managers are helping their team achieve a balanced work and personal life, but what about their work-life balance (Bridges, 2018)?

Work-life balance was first mentioned in the United Kingdom at the end of the 1970's and was first introduced in the United States in 1986 (Jansen, 2016). Work-life balance pertains to how well a person manages relationships and responsibilities throughout life (Link, 2017). It is ensuring that work does not stop a person from having a life and life does not get in the way of work (Harrin, 2018). It is a concept backing the efforts of the employees to divide their time and energy between work and other vital aspects of life. Work-life balance is a daily effort to make time for family, friends, community participation, spiritual growth, self-care, as well as other personal activities in addition to the demands of the workplace. It allows employees to feel as if they are paying attention to all the vital aspects of their lives. When employees experience the flexibility of a workplace that enables them to pursue all components of a healthy life, work-life balance occurs (Heathfield, 2018). According to the United Kingdom's Department of Trade and Industry, work-life balance is adjusting working patterns, regardless of race, gender or age, therefore, everyone can find rhythm to support them combine a person's work with other responsibilities or aspirations (Maxwell, 2005). The interactions between work and non-work aspects of a person's life is studied in Industrial (I/O) Psychology ("Work-Life Balance", n.d.).

Keeping a work-life balance is not only essential to a person's personal health and relationships, it can also improve the efficiency in the work performance of a person. Maintaining a work-life balance makes a person become less susceptible to burnout. According to *The Help Guide*, when a person feels overwhelmed and unable to meet constant demands, burnout occurs. Its negative effects can impact all aspects of a person's life which includes the personal as well as the social

life. Work-life balance allows a person to keep apart work and home. It means that the stress of work should stay at work and not tail the person outside of work hours. Letting work stress infiltrate a person's home is one of the key indicators that a person is not attaining a work-life balance. Furthermore, a greater control of where a person's focus remains if there is a balance between work and home. A person's attention will be on the home life and provides relationships the attention which they deserve if the work is left at the office. Likewise, better focus would be paid to the tasks at hand when a person is at work. As a result, it makes a person a more efficient worker, and establishes one of the various benefits of attaining a work-life balance. Additionally, through work-life balance, a person will experience fewer health problems. It is a known fact that when a person is tired or stressed, the immune system is the one to suffer. According to *Healthline*, "stress can cause a variety of symptoms and can affect your overall health and wellbeing". In one way or another, since stress can impact a person's health so much is even more of a reason why keeping a healthy work-life balance is important (Hutton, 2015).

Workplace stress is reduced by maintaining a work-life balance (Kohl, 2018). According to the Mental Health America, the key to managing stress is having a work-life balance ("Work life balance", n.d). The Better Health Channel said that the top workplace stressors include: long hours, heavy workload, changes within the organization, tight deadlines, changes to duties, job insecurity, lack of autonomy, boring work, insufficient skills for the job, over-supervision, inadequate working environment, lack of proper resources, lack of equipment, few promotional opportunities, harassment, discrimination, poor relationships with colleagues or bosses, crisis incidents like workplace death ("Work-related stress", n.d.). Situations that are unpredictable or uncontrollable, uncertain, ambiguous or unfamiliar, or involving conflict, loss or performance expectations are situations that are likely to cause stress (Michie, 2002). According to the Canadian Centre for Occupational Health and Safety, in a document that was updated last June 2018, when there is a conflict between job demands on the employee and the amount of control an employee has over meeting these demands, workplace stress is the harmful physical and emotional responses that can happen. Generally, when high demands of the job are combined with low amount

of control, it can lead to stress (“Workplace Stress-General”, 2018). There are a number of factors that can affect a person's level of stress at work. Employees should assess their employees to find out what the common stressors are and work toward mitigating stressful elements of the workplace to combat stress in the workplace. Furthermore, it may be detrimental to the health and well-being of the workforce if the concerns of stress in the workplace are not given attention (Claussen, 2011).

Searching the right equilibrium between work and life is not about the number of hours a person devotes or the other. It is about creating a general set of priorities in life and promising the time a person has outside of work toward improving and keeping what is important. The balance is expected to shift at times since life is unpredictable and everything cannot be planned. However, focusing on clearly defined goals instead of rigid schedules, a person can ultimately attain a balanced and more flexible lifestyle (Link, 2017). The people who study about workplace culture emphasize that a person’s individual work-life balance will differ over time. What works for a person who is single may change when married or has children. According to experts, a few small steps will go a long way toward a well-balanced work and home (Smith, 2013). Attaining a work-life balance necessitates managing a person’s professional and personal life in sustainable ways which keeps the energy flowing, minds and bodies healthy, and the whole self of a person content. It denotes giving attention to all the things that enrich and satisfy a person including work and career, health and fitness, family and relationships, spirituality, community service, hobbies and passions, intellectual stimulation as well as rest and recreation (Kehl, 2012).

Work-life balance is supported by employers who establish policies, procedures, actions and expectations that allow employees to pursue a more balanced life easily. The search for work-life balance lessens the stress employees’ experience. When employees spend most of their day at work-related matters and feel as if they are disregarding other important components of their lives, it results to stress and unhappiness. The output and productivity of an employee who does not make time for self-care will eventually be damaged. Work-life balance is challenging because many employees experience personal, professional, and monetary need to achieve. It is challenging to assist employees to

experience a work-life balance. Employers can help employees experience this by offering opportunities like flexible work schedules, paid time-off, responsible time and communication expectations as well as company sponsored family events and activities. Employers create a work environment wherein work-life balance is expected, enabled, and supported. They keep outstanding employees to whom work-life balance is important (Heathfield, 2018). The leaders and employees are both responsible in finding work-life balance (Shriar, 2016).

This study sought to determine the work-life balance and workplace stress of the managers in Sutherland Global Services Legazpi. Specifically, the study sought to do the following: 1) Determine the work-life balance and the workplace stress of the Managers in Sutherland Global Services Legazpi; 2) Identify the relationship between work-life balance and workplace stress among the Managers of Sutherland Global Services Legazpi; and, 3) Identify strategies on how Sutherland Global Services Legazpi can mitigate the workplace stress and achieve a work-life balance among its Managers.

This study will benefit the managers of Sutherland Global Services Legazpi by raising awareness about their work-life balance as well as their workplace stress. It will be of importance not only to the managers, but to the organization as well, since this will provide the Sutherland Global Services Legazpi an idea of what is going on with their employees holding managerial positions and will help them to come up with possible strategies that will mitigate the workplace stress and promote work-life balance among them. Moreover, this research will serve as an additional literature on work-life balance and workplace stress.

Although there are already existing studies on work-life balance as well as workplace stress, none was done among the managers of Sutherland Global Services Legazpi. Therefore, this research bridged the gap. This research sought to determine the work-life balance as well as the workplace stress of the managers in Sutherland Global Service Legazpi. It also aimed to help the organization develop strategies that would mitigate the workplace stress and promote work-life balance among its managers.

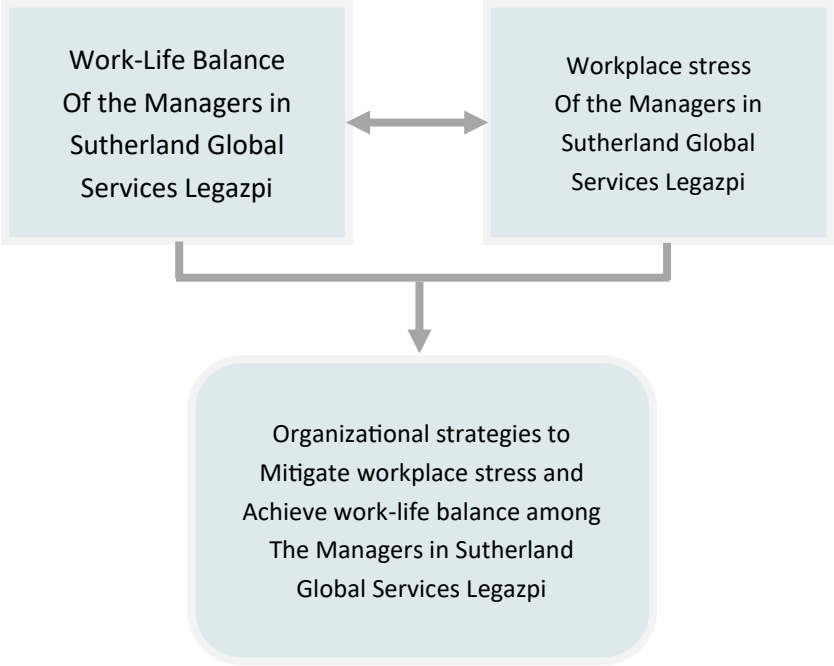


Figure 1. The Interrelationship of Work-Life Balance, Work place Stress and Organizational Strategies

In the conceptual framework of this study, the interrelationship of each variable as presented in the figure describes the work-life balance of the managers of Sutherland Global Services Legazpi as well as workplace stress which affects the work-life balance. The work-life balance was identified when the respondents answered the *Questionnaire for Self-Assessing Your Work-Life Balance* while the workplace stress was identified when the respondents answered the *Workplace Stress Survey*. Furthermore, the data that were gathered helped Sutherland Global Services Legazpi develop strategies that would mitigate the workplace stress and promote work-life balance among its employees holding managerial positions. The relationship between the work-life balance and workplace stress of the managers was also identified. The work-life balance and the workplace stress were the independent

variables while the organizational strategies to mitigate workplace stress and promote work-life balance were the dependent variables.

Method

The method of this study covers the research design, research locale, research respondents, research instrument, research procedure, and data analysis.

Research Design

This study used a mixed-method research design. The variables considered were the work-life balance, the workplace stress, as well as the strategies that the organization can develop to mitigate the workplace stress and achieve work-life balance among its managers. From the results of the work-life balance and workplace stress survey, the relationship between these two variables was drawn. Further, the key informant interview that was conducted on one of the top leaders of the organization helped identify possible strategies that can be developed by Sutherland Global Services Legazpi to mitigate the workplace stress and achieve work-life balance among its managers. This study used Likert scale type questionnaires that determined the work-life balance, as well as the workplace stress of the managers in Sutherland Global Services Legazpi.

Research Locale

The study was conducted in Sutherland Global Services Legazpi which is a private organization. Sutherland Global Services is a business process outsourcing company (BPO) which caters to services across the globe. It started its operation in Legazpi City, province of Albay in the year 2013.

Research Respondents

The respondents of this study consisted of the total population of managers in Sutherland Global Services Legazpi. There was a total of 20 managers in this organization coming from different departments like the Human Resources, Recruitment, Admin and Facilities, Training, Finance,

Information Technology, Service Excellence, Quality department as well as the managers of the different programs who are doing business with Sutherland Legazpi. The number of managers per department and accounts supported by Sutherland Legazpi varies. There were four managers in Hughes Net, two managers in Hilton, two managers in Home Away, two managers in Lazada, two managers in Human Resources and one manager each for FTD, Admin & Facilities, Training, Recruitment, Quality, Finance, I.T. and Service Excellence. The researcher assured these respondents of the utmost confidentiality of their identity and other information about their experiences in this research. The respondents were all active employees of Sutherland Global Services Legazpi. In addition, the respondent for the key informant interview, which was conducted by the researcher, was Sutherland Legazpi's Director of Service Excellence who was overseeing two sites in the Philippines-Legazpi and Camarines Sur. As a Service Excellence Director, she oversees the site's global scorecard which covers all areas of the business.

Research Instrument

The researcher was given permission by Neil Whitten, the author of the *Questionnaire for Self-Assessing Your Work-Life Balance* to use the instrument in obtaining the data for the work-life balance. Also, the general manager of the American Institute of Stress, Danielle Boyd, gave permission to use the *Workplace Stress Survey* in obtaining the data for the workplace stress. The questionnaires that were answered by the respondents were composed of three parts. The first part includes the demographic information such as gender, age, marital status, if parents or non-parents, tenure in the BPO industry, as well as their tenure in the organization. The second part deals with work-life balance of the managers which contains 45 items scaled questions. Each item is measured in a 6-point Likert Scale. It ranges from *Always* at 5, *Almost Always* at 4, *Sometimes* at 3, *Seldom* at 2, *Never* at 1 and *No Comment* at 0. The third and last part of the questionnaire deals with the workplace stress of the managers which contains 10 items. The respondents selected a number from a sliding scale which best describes them. *Strongly Disagree* is scaled from 1 to 4, *Agree Somewhat* is scaled from 4 to 6 and *Strongly Agree* is scaled from 8 to 10.

From the results, the researcher came up with the questions that

were asked during the key informant interview with one of the top leaders of Sutherland to identify what possible strategies can be developed by the organization to mitigate the workplace stress and achieve work-life balance among its managers.

Research Procedure

The researcher coordinated with the Human Resource Department of Sutherland Global Services Legazpi and requested for a copy of the list of managers who would be participants and respondents in the study. Further, the approval of the Site Head of the organization was identified through a formal letter for the conduct of the research with the identified respondents coming from different departments and programs in the organization. The tabulation, computation and analysis of data followed after the data gathering. Also, the results and the discussion were provided after the data were analyzed using MS Excel. Moreover, a key informant interview was conducted with one of the top leaders of the organization to identify the possible strategies that could be developed by the organization to mitigate the workplace stress and achieve work-life balance among its managers. Specifically, the interview was with the Director of Service Excellence of Sutherland Global Services Legazpi.

Data Analysis

The data gathered were analyzed using the required procedure suggested by Neil Whitten, the author of the *Questionnaire for Self-Assessing Your Work-Life Balance* as well as the procedure required by the American Institute of Stress for the *Workplace Stress Survey*.

In determining the score for the work-life balance, all the numbers circled by the respondent were added. Then, the sum was divided by the total number of questions that did not receive a response of “0”. For example, if the researcher did not mark a “0” for any of the 45 questions, then the added numbers will be divided by 45. If the respondent marked two questions with a “0”, then the added numbers will be divided by 43 ($45-2=43$).

The suggested meaning for the work-life balance score is described in Table 1.

Table 1
Work-Life Balance Score Interpretation

4.0-5.0	Good	The work-life balance of the respondent is in good balance. The respondent should continue to consciously focus on maintaining that balance.
3.0-3.9	Borderline	The work-life balance of the respondent is borderline. Now is the time for the respondent to take action before things have a chance to fester and get further out of control.
0.0-2.9	Poor	The respondent's work-life is out of balance. The respondent needs to take significant and immediate action to move towards the desired balance. Delaying in making the needed changes will only make things worse.

For the workplace stress, all the numbers chosen by the respondent from the sliding scale were added to determine the total workplace stress score. If the respondent's total score was between 10-39, it means that the respondent handled workplace stress well. If the total score was between 40-69, it means that the respondent's workplace stress was moderately well. And, if the total score is between 70-100, it means that the respondent was encountering problems that needed to be resolved.

Descriptive statistics was used to describe the basic features of the data using count and percentages. *Qualitative research method* was used to analyze the information that was obtained during the interview on one of the top leaders of Sutherland Global Services Legazpi. Also, to draw the relationship between the work-life balance and workplace stress, correlation was applied. The results obtained from this statistical treatment proved or disproved the hypotheses:

Alternative Hypothesis (H1): There is a correlation between the work-life balance and workplace stress.

Null Hypothesis (H0): There is no correlation between the work-life balance and workplace stress.

Results

The result section of this research presents the data gathered from the survey answered by the respondents and was organized using tables and charts. The interpretation of the results was based on the data analysis suggested by the author of the Questionnaire for Self-Assessing Your Work-Life Balance as well as data interpretation suggested by the American Institute of Stress for the Workplace Stress Survey.

Demographic Profile of Respondents

Gender of Respondents. The table 2 presents the distribution of the respondents in terms of gender. 40% of the respondents are male and 60% are female. It can be observed that both the male and female respondents had a *borderline* work-life balance. Also, both the male and female respondents **handled workplace stress moderately well** based on the survey results for workplace stress.

Table 2

Distribution of Respondents According to Gender

Gender	Percent	Work-Life Balance	Workplace Stress
Male	40%	Borderline	Moderately Well
Female	60%	Borderline	Moderately Well

Age of Respondents. Table 3 presents the distribution of respondents in terms of age. It can be observed that 10% of the population were 20 years old or older and they had a **poor** work-life balance, but they **handle workplace stress well**. Eighty percent of the respondents were age 30 years old or older with a **borderline** work-life balance and **handles workplace stress moderately well**, which is the same as the other 10% of the population that were 40 years old or older with **borderline** work-life balance and **handles workplace stress moderately well**.

Table 3
Distribution of Respondents in Terms of Age

Age	Percent	Work-Life Balance	Workplace Stress
20+	10%	Poor	Well
30+	80%	Borderline	Moderately Well
40+	10%		

Civil Status of Respondents. Table 4 presents the distribution of the respondents in terms of civil status. It can be observed that 35% of the respondents were single while 65% were married. Based on the results of the survey, both single and married respondents had a borderline work-life balance and only that the respondents who were single handles the workplace stress moderately well while those who are married handles workplace stress well.

Table 4
Distribution of Respondents in Terms of Civil Status

Civil Status	Percent	Work-Life Balance	Workplace Stress
Single	35%	Borderline	Moderately Well
Married	65%		Well

Family Status of Respondents. Table 5 presents the distribution of respondents in terms of parents and non-parents. It can be observed that 55% of the respondents were parents while 45% were non-parents. Both the parents and non-parents had borderline work-life balance, however, for the workplace stress, the results show that parents handle workplace stress well while non-parents handle the workplace stress moderately well.

Table 5
Distribution of Respondents in Terms of Parents and Non-Parents

With child/ children	Percent	Work-Life Balance	Workplace Stress
Yes	55%	Borderline	Well
No	45%	Borderline	Moderately Well

BPO Work Experience of Respondents. Table 6 presents the distribution of respondents in terms of their work experience in the BPO industry. It can be observed that 65% of the respondents had previous work experience in a BPO while 35% had no work experience in a BPO. Both the respondents with BPO work experience and no BPO experience had a **borderline** work-life balance. In terms of the workplace stress, those with BPO work experience **handled the workplace stress well** while those with no BPO work experience **handled the work place stress moderately well**.

Table 6

Distribution of Respondents in Terms of Work Experience in a BPO

w/ BPO work experience	Percent	Work-Life Balance	Workplace Stress
Yes	65%	Borderline	Well
No	35%		Moderately Well

Respondents' Tenure in Sutherland Legazpi. Table 7 presents the distribution of respondents in terms of tenure in Sutherland Global Services Legazpi. The researcher grouped the respondents with less than a year of tenure, which was 10% of the population, one to five years of tenure, which was 60% of the population, six to 10 years of tenure, which was 20% of the population and those with more than 10 years of tenure in the organization which was 10% of the population. The result shows that all groups had a **borderline** work-life balance with scores ranging from 3.1 to 3.3. It could also be observed that those with one to five years and those with more than 10 years tenure group **handled the workplace stress well** while those with less than a year and six to 10 years tenure group **handled workplace stress moderately well**.

Table 7

Distribution of Respondents in Terms of Tenure in Sutherland Legazpi

Tenure in Sutherland	Percent	Work-Life Balance	Workplace Stress
Less than a year	10%	Borderline	Moderately Well
1-5 years	60%		Well
6-10 years	20%		Moderately Well
More than 10 years	10%		Well

Respondents’ Tenure as Managers. Table 8 presents the distribution of respondents in terms of their tenure as a manager in Sutherland Global Services Legazpi. The researcher grouped the respondents with one to two years of tenure, which was 50% of the population, three to five years of tenure, which was 45% of the population, six years and more tenure as a manager which was 5% of the population. The data show that all groups had a **borderline** work-life balance with scores ranging from 3.1 to 3.2. It could also be observed that those with one to two years of tenure as well as those with six years and above tenure as a manager **handled workplace stress well**, while those with 3-5 years of tenure as a manager **handled workplace stress moderately well**.

Table 8
Distribution of Respondents in Terms of Tenure as Managers

Tenure as Managers in Sutherland	Percent	Work-Life Balance	Workplace Stress
1-2 years	50%		Well
3-5 years	45%	Borderline	Moderately Well
6 years and above	5%		Well

Work-Life Balance and Workplace Stress of the Managers in Sutherland Global Services Legazpi

Manager-Wise Work-Life Balance and Workplace Stress. Table 9 presents the work-life balance and workplace stress of the managers in Sutherland Global Services Legazpi. It was identified that 80% (16 respondents) of the managers had **borderline** work-life balance with scores ranging from 3.0 to 3.5 while the remaining 20% (four respondents) had **poor** work-life balance with scores ranging from 2.8 to 2.9. It can also be observed, based on the survey results, that none of the managers got a score ranging from 4.0 to 5.0 which indicates a **good** work-life balance. The average score for work-life balance of the managers was 3.1 which indicated that they had a **borderline** work-life balance.

The workplace stress survey results, on the other hand, indicated that 50% (10 respondents) of the managers **handled workplace stress moderately well** with scores ranging from 41 to 65, while the other 50% **handled the workplace stress well** with scores ranging from 14 to 38. The survey results also showed that none of the managers were encountering problems in terms of their workplace stress that needed to be resolved. The average score for the workplace stress of the managers was 40, which meant that the managers of Sutherland Global Services Legazpi **handled the workplace stress moderately well**.

Table 9

Manager Wise Work-Life Balance and Workplace Str

Work-Life Balance	Count	Percent	Workplace Stress	Count	Percent
Borderline	16	80%	Well	10	50%
Poor	4	20%	Moderately Well	10	50%
Good	0	0%	Encountering Problems	0	0%
Total	20	100%	Total	20	100%

Department-Wise Work-Life Balance and Workplace Stress. Table 10 presents the department-wise work-life balance and workplace stress of the managers in Sutherland Global Services Legazpi and based on the results, one out of the 13 departments of the organization had a **poor** work-life balance while the rest had a **borderline** work-life balance. It can also be observed that none of the departments had a **good** work-life balance.

In the department wise workplace stress, six were identified as being able to **handle the workplace stress well** with scores ranging from 21-39, while the other seven departments were identified as **handling the workplace stress moderately well** with scores ranging from 40-57.

Further, none of the departments were identified as having a problem in terms of workplace stress that needs to be resolved.

Table 10
Department-Wise Work-Life Balance and Workplace Stress

Work-Life Balance	Department	Workplace Stress
Borderline (95%)	Business Finance	Moderately Well (60%)
	GTI	
	HomeAway	
	HughesNet	
	Lazada	
	Quality	
	Service Excellence	
	Admin & Facilities	
	Hilton	
	Human Resources	
Poor (5%)	Talent Acquisition	Well (40%)
	Training	
	FTD	

The Correlation of Work-Life Balance and Workplace Stress

Figure 2 reveals the relationship between the work-life balance and the workplace stress of the managers in Sutherland Global Services Legazpi. Using MS Excel, the data were analyzed and plotted in a scatter chart. The result of the correlation was $r=0.33$, which indicates a weak positive correlation between the work-life balance and workplace stress of the managers. The probability value was revealed to be $P=0.15$. Hence, this provided a basis for accepting the null hypothesis as the result did not indicate a strong evidence that there is a correlation between the work-life balance and the workplace stress.

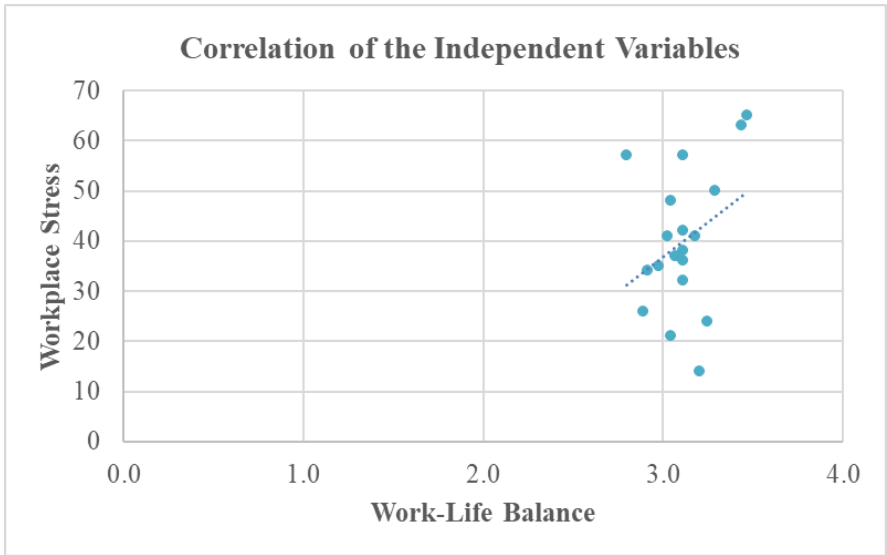


Figure 2. Correlation of Work-Life Balance and Workplace Stress

Discussion

This study, which used a mixed-method type of research, conveys numerous discoveries about work-life balance and workplace stress among the employees of Sutherland Global Services holding managerial positions. It addressed the research questions formulated by the researcher, which would be of help, not only to the respondents, but also to the organization itself.

The present work found that there was a lack of balance between the work and personal life of the managers in Sutherland Global Services Legazpi. Out of the total population of manager's in the organization (N=20), 20% were identified to have poor work-life balance while the rest had **borderline** work-life balance. Analyzed separately, the workplace stress survey results showed that none among the managers in the organization are encountering problems in terms of their workplace stress that needs to be resolved; 50% of managers' population were identified to **handle their workplace stress well** while the rest of the managers **handled the workplace stress moderately well**.

Likewise, the results of the correlation study used to examine the relationship between the work-life balance and the workplace stress of the managers found that there was a weak positive correlation between the work-life balance and workplace stress, with r value at 0.33 and $p=0.15$. The results did not strengthen the researcher's alternative hypothesis which claimed that there is a correlation between the work-life balance and the workplace stress. Therefore, the present work accepts the null hypothesis which claims that there is no correlation between the work-life balance and the workplace stress.

In terms of gender, age, civil status, family status, BPO work experience, tenure in the organization and tenure as managers, no significant difference was observed in the work-life balance of the respondents as everyone was at **borderline**. Further, in terms of the workplace stress, the data varied depending on the account department or account that the manager is supporting, civil status, family status, BPO work experience, tenure in the organization as well as their tenure as managers.

It is imperative that Sutherland Global Services develop strategies in order to help the managers who are struggling in terms of their work-life balance as the results suggest that now is the time to take action before things have a chance to fester and get further out of control. Thus, achieving the desired balance between work-life and personal life among the managers of the organization will result to an increased productivity, a happier workforce, improved health and well-being, a more positive impression of the organization, a greater employee loyalty, commitment and motivation and would eventually reduce staff turnover and recruitment cost.

The author of the survey used to determine the work-life balance of the respondents, Neal Whitten, also provided tips on how to achieve an elusive work-life balance which includes:

Creating a vision of what you would like your life to look like; setting your priorities each day; tracking your time; limiting time-wasting activities and people; learning to say "no" to commit your time to your priorities; disconnecting from technology to give focus on your personal life; managing your email to avoid harming your productivity; minimizing time in meetings; embracing "good enough" and letting go of perfection as this is overrated; focusing on one thing

at a time; building a "me time" into your schedule each day; maintaining a calendar of your work and personal activities; putting yourself first so you can be your best and give your best to others; letting others judge since you can't please everyone; getting an adequate sleep; doing some meditation and exercising; taking time for love ones once a week; assessing how well your day went at the end of your day; living in the present moment and avoid integrating the past and the future in the present moments; as well as looking at the bigger picture by thinking how much time you spend on things or people and asking yourself whether or not you receive a satisfactory return on that investment.

In terms of the workplace stress, the results showed that Sutherland Global Services Legazpi had done a great job in promoting a less stressed workforce as none among the managers encountered problems in terms of their workplace stress that needed to be resolved. Thus, it is important to continue the best practices that the organization has in place that helps the managers and mirror the same to other employees who are encountering problems in terms of their workplace stress.

It is also important to mention that the researcher followed strictly the required procedure suggested by Neil Whitten, the author of the *Questionnaire for Self-Assessing Your Work-Life Balance* as well as the procedure required by the American Institute of Stress for the *Workplace Stress Survey*. With the results identified, the researcher came up with questions which were asked during the key informant interview with one of the top leaders of Sutherland Global Services Legazpi. The researcher made sure that both the employees holding managerial positions, as well as the organization were represented. The managers were the respondents of the survey and the Director of Service Excellence, on behalf of Sutherland Global Services Legazpi, was the respondent for the interview conducted.

For the strategies that can be developed by Sutherland Global Services Legazpi which would help mitigate the workplace stress and achieve work-life balance among its employees holding managerial positions, Sutherland Legazpi's Service Excellence Director recommended three things. First is providing them the capability to work from home, especially those who are not part of service delivery. Given that they do not give support to the agents' real time, she thinks that the option to work from home would help a lot. She added that they had been

trying to position this action plan greatly, so it can be implemented over the course of time. Second, is to make clubs or Organizations wherein not only the managers, but also the employees in general, can hone their skills and talent and do what they love to do like a photography club. The SE Director believed that Sutherland Legazpi can provide all the audio-visual equipment needed and in return, the organization would no longer have to pay for talent fees because the employees could hone their skills with Sutherland-provided equipment. Further, this is one way for employees to relieve their stress and one of the ways for the company to promote a happier and less stressed workforce. The third is for Sutherland Legazpi to invest more in training the managers considered as fresh leaders, exposing them to seminars or conferences where they can get valuable insights and mirror the best practices of other organizations. Though sponsoring these kinds of activities is expensive, Sutherland can make it as an investment, since it hones the maturity of the leaders, open their minds and open their outlook about the world in the BPO industry.

In view of the results and findings of the present work, it is recommended for future researchers that:

1. A larger number of respondents be considered and identify the correlation between the work-life balance and the workplace stress. Future researchers can make the agents as their respondents.
2. The work-life balance and also the workplace stress of the employees who are not in a managerial role be identified and compare the difference from the work-life balance and workplace stress of those with managerial positions
3. The coping mechanisms of the managers be identified in order to manage the workplace stress and achieve a work-life balance and share the best practices to those in non-managerial positions
4. A post-test among the managers of Sutherland Global Services Legazpi be done once the strategies identified had been implemented and see if there would be changes in the results of their work-life balance and workplace stress to identify what other organizational strategies could be developed.
5. A comparative study of the work-life balance and workplace stress of employees in the public sector be done as compared to those employees in the private sector like Sutherland Global Services Legazpi

In conclusion, this study found that there was a lack of balance between the work and personal life of the managers in Sutherland Global Services Legazpi. This study also disproved the researcher's alternative hypothesis which claimed that there is a correlation between the work-life balance and the workplace stress. Specifically, the study has identified that there is no correlation between the work-life balance and the workplace stress of the managers. The organization had also welcomed the idea of work-life balance and workplace stress and provided strategies that could be developed to achieve the desired balance between the manager's work and personal life and mitigate the workplace stress. Furthermore, this study presented many benefits to the respondents as well as to the organization. First, was raising the awareness about work-life balance and workplace stress by just simply taking the surveys. It showed the respondents many actions that they could or could not take that could have an impact on their work-life balance and workplace stress. Second, this study encourages the respondents as well as the organization in dealing with any work-life balance and workplace stress issues they may have. Third, this study provided baseline scores from which the respondents could measure their progress if they decide to re-take the survey. It does represent a numerical value whose change over time reflects the impact of their changing behaviors and actions. And lastly, this study could serve as a tool that could be used for discussion for the people who mean the most to the respondents. Although they are the key players in this study, there are people in their lives, both inside and outside the workplace, whose support and understanding can significantly help in their journey to satisfactorily move their lives to a more welcome balance and be able to handle the workplace stress well.

This present work was also subject to limitations that needed to be considered before relating the results of the research. The study participated in by managers in a specific organization which was the main limitation of this research. Therefore, the results of this study cannot be generalized with other organizations or to a large population.

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The Role of Ako Bicol Party-list in the Attainment of the Sustainable Development Goals

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Abstract

“Vox Popoli”, the voice of the people must be valued in a democratic country, through ways of representation in the government and the best way to nurture this is through knowledge. The purpose of this study is to determine the role of party-list groups in the attainment of the United Nations’ Sustainable Development Goals particularly the role of the Ako Bicol party-list in the attainment of such goals in Legazpi City. This study was guided by these questions: 1) What is the role of the Ako Bicol Party-list in the attainment of the Sustainable Development Goals (SDGs) in Legazpi City? 2) What are the views of the government agencies that are related or play a vital role in the SDGs implementation on the role of AKB? 3) What might be proposed to improve the role of the AKB in the attainment of these goals? This study utilized both the quantitative and qualitative methods of research. It made use of the survey and interview with the respondents and it used the 5-point Likert Scale to rate the Role of AKB’s performance. The results completely answered the problems of the study and established the following conclusions: The roles of the AKB in the attainment of the SDGs were through Constituency Services, Partnership with the Government Agencies, and Laws and Bill Sponsorship. On the constituency services, the highest role of SDG was on promoting the goal of Quality Education but the overall role was rated **average**. On the views of the government agencies, the role was confirmed as partnership, mostly by providing financial assistance, helping their beneficiaries in accessing the programs of the agency and by providing manpower. On the laws authored by the AKB, the laws mostly addressed the goal on Quality Education. Moreover, most of the agencies perceived the overall performance of AKB through partnership as “High Role Performance”. The most common recommendation was to create more programs especially livelihood programs. The respondents were the selected government agency’s officials and citizens from 37 barangays of Legazpi City.

Keywords: *AKB party-list, Sustainable Development Goals, Role, Quantitative, Qualitative*

Filipinos adhere to the battle cry “Vox Popoli” or the voice of the people. This is legally given and accepted because Philippines is a democratic state and it is written in the constitution and protected by the law. The Philippines is a country with “a government of the people, by the people and for the people.” Having said this, participation of the people in the government is very much observed. One of many rights to invoke the right to have a voice in the government is the right of suffrage. It is the right of the citizens to vote for their chosen leaders that would serve as their representatives in the decision making process. All are given right to be leaders of the state as long as they meet all the qualifications needed by means of election.

The way to be elected as leader of the state, however, is not easy as the process of voting. It requires popularity, money, and connection and only few of the entire population have the ability to avail of it because the forces work hand in hand. Talk about money, no matter how rich one is if he runs for the position without popularity, would be useless especially in the national election. Hence, the primary resort of the aspiring politicians is to coordinate with the popular or crowd-pleasing groups or organizations in which ideology is the main source of power to encourage a lot of people and would serve as the promoter of his name. This refers to the traditional political parties such as Nacionalista Party, PDP-Laban, and Liberal Party. A political party is defined as “an organized group of people with at least roughly similar political aims and opinions, that seeks to influence public policy by getting its candidates elected to public office” (ACE Electoral Knowledge Network,1998).

However, the main focus of this study is the minor parties, the so called “party-list groups”. But what is the difference between traditional political parties and minor political parties or party-list groups or organizations? Traditional political parties are usually the major parties people know, like the ones previously mentioned. Basically it functions as a producer of aspiring politicians and not restricted to allow their candidates to run for any position but usually for the high positions such as president, vice-president and senator. On the other hand minor political parties or party-list groups are dependent and restricted under the Party-List System, anchored on the concept of proportional representation. They have reserved seats in the House for a party that is

elected to Congress on the basis of its electoral platform and hence share their party's ideology and programs. They are accountable to the party they represent and can be removed and replaced if they violate its principles or programs, as in the case of corruption.

According to the Republic Act No. 7941 also known as Party-List System Act 1995, the party-list system is a mechanism of proportional representation in the election of representatives to the House of Representatives from national, regional and sectoral parties or organizations or coalitions thereof registered with the Commission on Elections (COMELEC). The basic role of the party-list according to the law is to enable Filipino citizens belonging to marginalized and underrepresented sectors, organizations and parties, and who lack well-defined political constituencies but who could contribute to the formulation and enactment of appropriate legislation that would benefit the nation as a whole, to become members of the House of Representatives.

The parties, organizations, and coalitions receiving at least two percent (2%) of the total votes cast for the party-list system shall be entitled to one seat each: provided, that those garnering more than two percent (2%) of the votes shall be entitled to additional seats in proportion to their total number of votes: provided, finally, that each party, organization, or coalition shall be entitled to not more than three (3) seats.

This system was first introduced during the May 1998 elections with only 132 party-list groups and only 13 were rewarded a seat (with total of 14 representatives). This was expected according COMELEC due to the failure of education campaign about the system, thus, resulting in 26% total cast votes out of 80% total turnout.

Mainly, the shortcomings of the major political parties in representing the entire Filipino people are what gave rise to the creation of the party-list groups with the responsibility of representing the marginalized and underrepresented sector of the State. Underrepresented involves not only the poor or jobless but also the professionals who lack benefits or support from the government especially in the process of legislation.

The party-list system was established also to deviate from the old system of focusing on the “trapos” and call for a “new politics” by strengthening political parties which shall be competent with comprehensive programs to represent its constituency effectively. Meanwhile, as the system aged, the party-list groups are nearly imitating the traditional political parties’ style. Studies have shown that after two decades since the approval of the law, the sense of representing its constituency was found to be undefined and still struggles to seek a clear-cut definition, interpretation, successful implementation, and even public awareness.

The party-list system was bombarded with issues and even with serious complaints that forced the Supreme Court’s intervention especially in the following cases: AngBagongBayani, et. al. v. COMELEC, G.R. No. 147589, 2001, BANAT, et. al. v. COMELEC, G.R.No. 179271, 2009. And AtongPaglaum, et. al. v. COMELEC G.R. No. 203766, 2013 (Tuazon, 2011, 2016; Rimban, 2007; Muga, 2011). Even after several contests to its existence, still the PLS continues; meanwhile, critics are never satisfied and will never be restrained. The critics will never be restrained for they continue to have issues that really happen. “If political parties have no distinctive political programs, then a party less democracy may be necessary”(Gripaldo, 2006). One of the major issues that continue to haunt the party-list system is the increasing number of registered or attempts of registration of the “*fake party-list groups*” formed or organized by the traditional political parties, business elites, and religious organizations.

Major parties and traditional political elites who are originally prohibited to join have intruded the party-list system through the creation of front organizations as party-lists (Tuazon, 2011). These parties were accredited by COMELEC and were allowed to participate in the election and garner a seat to become a member of Congress.

The major issues altogether especially the ones mentioned regarding the party-list system are what gave the reason for this study. This study wanted to determine the role of the party-list groups in the society in terms of legislative (bill sponsorship) and non-legislative (constituency services) aspects. The substantive representation is also

tackled as a side-objective of the research. There are many options to which a party-list can be measured but this study decided to focus on the United Nations' Sustainable Development Goals as its basis. It sought to determine the role of the Ako Bicol Party-list in the attainment of the 17 Global SDG.

Sustainable Development Goals officially known as *Transforming our world: the 2030 Agenda for Sustainable Development* is a set of 17 goals as framework of the policies of all signatory countries in the convention in pursuit of addressing the most pressing needs and issues in the society such as poverty, inequality, human rights, access to clean water and quality education, etc. The SDGs are the successor of the eight Millennium Development Goals (MDGs) to build up on the issues that the former agenda failed to address or consider the root causes of poverty and overlook gender inequality as well as the holistic nature of development. The goals made no mention of human rights and did not specifically address economic development. Unlike the MDGs, the SDGs explicitly call on the business sector to cooperate by applying the principle of the agenda of their policy, creativity and innovation on their business.

Sustainable Development Goals are not just goals created by the members of the United Nations by accident or without holistic knowledge about societal problems. Studies have been conducted to identify the issues that endanger humanity for several years. Statistical records are the basis for establishing these goals that would serve as an antidote, ensuring that the people behind the research are global-caliber experts. In other words, it would not only give this study a credible basis but also timeliness and relevance nowadays because the world is getting worse, and as the purpose of this agenda, the problems should be given sufficient attention to be contained. Everyone must be aware of the global community predicaments and must be aware to be able to conform to these goals. Why not if it is for the common good that shall eventually benefit everyone by ensuring awareness and conforming by all means and by all units, small or big actors of the state.

The researchers found the foreign study of Sowmya S. titled *A Study on the Role of Political Parties in Tamilnadu*. The author conducted this study to give insight on the role of political parties in the community and focus more on the election spending. Nonetheless it is

still helpful to this study because it gives the concept of political parties' roles and states facts about one of the major realistic actions of political parties with regards to their duties, advocacies and what political parties are expected to do. Indeed it is a hint on a reality versus expectation basis.

Muller (2000) of the National Democratic Institute states that political parties serve as the key mechanism in an ideal multi-party democratic body that makes the democratic chain of political delegation and accountability work. Muller also said that as a central feature of democracy, they are indispensable in democratic governance. Political parties are the vehicles by which citizens come together freely to campaign for public office, express their interests and needs and define their aspirations for the society. They train and nominate political leaders who will assume a role in governing the society. These studies are different in terms of the subjects because Muller focused on traditional political parties or the major political parties while the present study focused on the party-list groups. The researchers consider this study essential to the present study as it offers the idea of political parties as indispensable unit in a democratic state while the problems of the study seek to know why party-list groups remain indispensable despite the issues that continue to haunt them.

In the study of Romeijn *Do political parties listen to the(ir) public? Public opinion-party linkage on specific policy issues*, the two characteristics of political parties are highlighted both the mainstream political parties and the niche political parties which are taken as perfect examples to describe or answer the problem of the study, whether political parties still adhere to their principles and consider the needs of the public or the people they represent even after the election. The researchers found this study essential because the problems of the present study have also tackled the same problem.

Hofmeister and Gabow (2011) in their *Political Parties Functions and Organizations in a Democratic State* discussed the political parties in a broader sense by tackling almost all about political parties, the identity, the function as well as why parties exist, to name a few. Meanwhile in the book, the argument on party's existence is focused on technicality, more on its linkage to the democratic states wherein it would be unusual for a democratic country to thrive without its existence

considering the fact that democracy would usually give rise to political parties because citizens do not like tyranny by all means.

This theory is guided by the theory anchored to substantive representation of the party-list which allows the people to scrutinize the party-list whether or not it represents its constituencies actively and effectively in its primary role, to represent the constituents in the House of Representatives to be part of the legislation and other big state affairs. This theory would also tackle the identity of the party-list as to whether their constituents and their representatives or their principles are identical or disparate.

The purpose of this study was to determine the role of the party-list groups in the society by gathering information on their legislative and non-legislative outputs particularly the role in the attainment of the Sustainable Development Goals. This study aimed to find realization of the following intentions: 1) To determine the role of Ako Bicol Party-list in the attainment of the Sustainable Development Goals. 2) To determine the views of the government agencies on the roles of AKB. 3) To find out what recommendations may be proposed on improving the role of AKB in the attainment of the SDGs or in the development of the Bicol Region.

Conceptual Framework

This conceptual framework shows the relation of the variables or components included in this study and the progress towards the desired purpose of determining the role of the AKB party-list in attaining the SDGs. Party-list groups are political parties registered as national, regional or sectoral that participates in the election under the party-list system in pursuit of representation of the interests of its avowed constituents. Sustainable Development Goals are globally accepted goals designed to address the most pressing issues in the society.

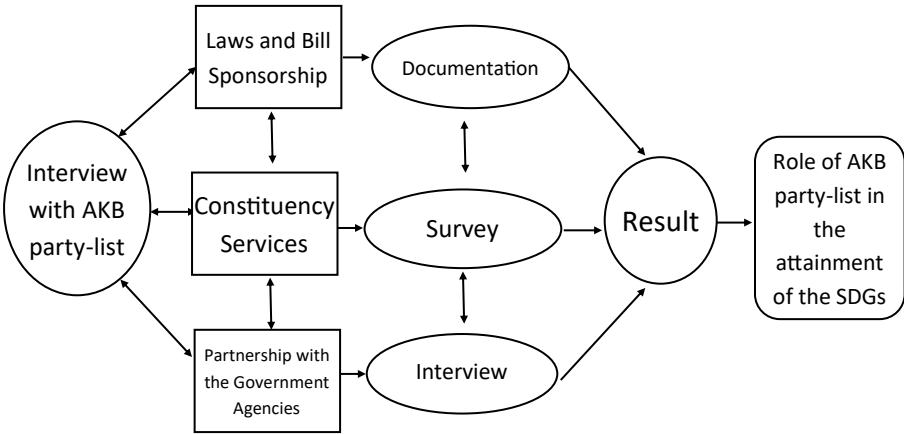


Figure 1. The Role of AKB Party-List in the Attainment of the Sustainable Development Goals

Method

Research Design

This study determines the role of AKB in attaining the SDGs by generally allowing respondents to rate the performance of the said party-list group for each goal based on the programs they knew were implemented by the AKB. This study used the descriptive method of research as it is suited to the variables and combining qualitative and quantitative types or the mixed method of research. Descriptive research is using to acquire information regarding the current status of the phenomena to describe “what exists” with respect to variables or conditions in a situation. The methods involved range from the survey, which describes the status quo useful in the conduct of developmental studies which seek to determine changes over time.”(Posinasetti, 2014).

Research Respondents

The respondents were the government agencies and residents from 37 barangays in Legazpi City(two more than the half of the entire barangays of the city-50%+2) The following were the selected barangays for the study: Cabangan, Cabangan East, Binanuahan West, Binanuahan East, Imperial Court Division, Rizal Street, Lapu-Lapu, Dinagaan, Victory Village South, Victory Village North, Sabang, Pigcale, Centro-

Baybay, San Roque, Oro Site Magallanes, EM’s Barrio 1, EM’s Barrio South, EM’s East, Sagpon, Sagmin, Banadero, Bano, Bagumbayan, Pinaric, Cabugao, Maoyod, Ilawod West, Ilawod, Ilawod East, Rizal St. Ilawod, Cabangan West, Cruzada, Bitano, Bigaa, Pawa, Taysan, Estanza

Research Instruments

The data gathering was divided in three parts: Part one was data gathering through interviews with the AKB and the government agencies. Part two was the collection of data from the residents of 37 barangays in Legazpi City. This research utilized a survey with a structured set of questionnaire-checklist, and interview guide with open-ended questions to address the needed information from the AKB and the different government agencies. Part three was documentation by sorting the laws authored by the AKB. This study also used the 5-point Likert Scale to determine the performance of the AKB overall and for each SDG as shown in Table 1.

Table 1
Role Performance Scale Rank

Points	Range	Verbal Interpretation
5	4.50-5.00	Very High Role Performance
4	3.50-4.49	High Role Performance
3	2.50-2.49	Average Role Performance
2	1.50-2.49	Low Role Performance
1	1.00-1.49	Very Low Role Performance

Data Treatment

The researchers used the frequency distribution, and the percentage of the responses was also taken using the percentage formula. The study also utilized the formula to get the mean. For the qualitative data, the study utilized the four levels of analysis. The first level is the interpretation of the data gathered and formulating categories from the responses. The second level is the cross-data analysis of the results. The third level is the integration of the result to the related literature. The fourth level is to establish conclusions as well as implications from the results.

Percentage Formula

$$P = \frac{f \times 100}{n}$$

Where:
P = Percentage
F = Frequency
N = Number of responses
100 = constant number

Weighted Mean

$$\sum \frac{fx}{n}$$

Where:
x = Weighted Mean
Σ = Summation
N = Total number of respondents

Research Procedure

First, the researcher sought for the approval of the adviser, professor and the dean to conduct the study. Communication letters were prepared for the AKB office addressed to one of its representatives informing him of the study and data gathering of the necessary documents. Interview questions were prepared for the first-hand information from the AKB representatives or officials. The data gathered from interviews were analyzed. A survey was conducted to the respondents. The researchers then interviewed selected government agencies to gather their views on the role of AKB. Lastly the laws were sorted according to their purpose to determine the extent to how they addressed the SDGs.

Results

This section presents the data gathered through the survey, interviews and documentation. The data provides answers to meet the research problems.

The Role of Ako Bicol Party-list in the Attainment of the Sustainable Development Goals (SDGs)

AKB Performance on SDGs

Table 2 is the list of the 17 Sustainable Development Goals. The respondents from the selected barangays of Legazpi City rated the performance of AKB in the attainment of the SDGs. The table shows that AKB had the highest performance rating on the goal Quality Education with 4.86. The second highest performance rating was on the goal No Poverty with the total weighted mean of 4.23 followed by the 3rd highest performance rating on promoting the goal Zero Hunger. On the other hand, the lowest performance rating was on the goal promoting Affordable and Clean Energy.

Table 2

Performance of AKB in the attainment of the SDGs

Indicators	Weighted Mean	Descriptive Rating	Rank
No Poverty	4.23	High	2
Zero hunger	4.03	High	3
Good health & well being	3.22	Average	12
Quality education	4.86	Very High	1
Gender equality	2.36	Low	15
Clean water & sanitation	2.49	Low	14
Affordable and clean energy	1.87	Low	17
Decent work and economic growth	3.90	High	4
Industry, innovation & infrastructure	3.33	High	11
Reduced inequalities	3.08	Average	13
Climate action	3.58	High	6
Life below water	3.39	Average	8
Life on land	3.36	Average	9
Peace and justice & strong institutions	3.34	Average	10
Partnerships for the goals	3.80	High	5
Sustainable cities & communities	3.52	High	7
Responsible consumption & production	2.32	Low	16

The SDGs and the laws authored by the AKB

Table 3 shows the list of the SDG's as to what percent of each is addressed by all 34 laws authored by the AKB since its first year of service in 2010. The table shows that the SDG with the highest frequency

and percentage was the goal Quality Education with seven frequencies on 14%. The second highest frequency and percentage were both Quality Education and Responsible Consumption and Production tied at five frequencies on 10%. The third highest frequency and percentage was on the three SDGs namely Industry, Innovation & Infrastructure, Life on Land, and Peace and Justice and Strong Institutions.

Table 3
SDGs and its percentage according to the laws authored by the AKB

Sustainable Development Goals	Frequency	Percentage	Rank
No Poverty	2	4	5
Zero hunger	3	6	4
Good health &well being	5	10	2
Quality education	7	14	1
Gender equality	1	2	
Clean water & sanitation	0	0	7
Affordable and clean energy	2	4	5
Decent work and economic growth	3	6	4
Industry, innovation & infrastructure	4	8	3
Reduced inequalities	3	6	4
Climate action	3	6	4
Life below water	1	2	6
Life on land	4	8	3
Peace and justice & strong institutions	4	8	3
Partnerships for the goals	1	2	6
Sustainable cities & communities	2	4	5
Responsible consumption & production	5	10	2
Total	50	100	

The Role of AKB to attain the SDGs

In the first statement of the problem on what the role of the AKB in attaining the 17 SDGs was the official answered that he adopted SDGs

through different means. Those were Social/Constituency Services, Laws and Bill Sponsorship, and Partnership with Gov't Agencies as to which the official elaborate:

They create laws and bills as primary function as a party-list but they also give social/constituency services as required by the COMELEC to support the SDGs. They also engage in partnership with the Government Agencies.

When asked about the social/constituency services, the representative answered: "Here, we call it as district office so we have a staff to do the social services, we have focal persons to do the Tabang: tabang sa edukason, tabang sa karahayan".

When asked about the laws and bill sponsorship, the answer was:

So the function for the Bicol region is to give social services but the main function of the representatives is to make or amend laws and bills." "Our congressmen really make new house bills like for the 56 years old, anti-bullying, irrigation.

When asked about the partnership with the government agencies the official answered:

Yes, because a party-list is not required to handle a budget. We have 3 congressmen. Every congressman of AKB put budget for the agencies and divided it in six provinces in Bicol and also to national hospitals. We have a soft budget, the DBM or congress gives a soft budget for the congressmen so they put it in different agencies. In terms of health, we put it in government hospitals it laid down to the DOH and if is social welfare, it is the DSWD, if it is in terms of works or the GIP, the DOLE; If it is TESDA courses it will be given to the TESDA.

Themes were created to better understand the nature of the

answers of the respondents. For the social/constituency services they support SDGs by conducting programs and activities for its constituency. For the laws and bills sponsorship, the AKB supports SDGs by creating laws and bills that target the goal of the 17 SDGs. Lastly for the partnership, AKB supports SDGs by engaging in a partnership with the government agencies whether to help or to ask for help for the implementation of the programs related to the SDGs.

Views of Selected Government Agencies on the Role of AKB in Attainment of the Sustainable Development Goals

There were four agencies which agreed to be respondents for the interview on the role of AKB in attaining the Sustainable Development Goals: DepEd, DOLE, DILG, DENR. The researchers asked about their partnership that best addresses the problem of the study which was whether AKB truly coordinates with the government agencies to attain these goals. When asked about the partnership of their agencies with AKB to attain the SDGs and what particular area does AKB contribute, the answers were financial assistance, beneficiary's access to the programs of the agency, provide man power, request for the agency's assistance.

For the DepEd the partnership of AKB was evident in financial assistance through the budget approval; not by giving money, to which they elaborated:

As representatives in the congress, their vote on the approval of the budget is already a big help. They would always ask about the number of classrooms to be constructed, the number of teachers to be hired and the learning materials to be procured. Our curriculum; they also ask questions about it.

For the DENR the partnership of AKB is focused on providing man power:

Nakiki-tie up sila samin, like tree growing, and then sa mga clean up drives sa coastal areas. Ang alam ko din sisnu suportahan din nila ang mga advocacies naming toward clean air and then adopt an estero

program. Oo, kapag nag coordinate sila nag papadala sila ng tao and then kami nagpapadala din sa kanila. (They tie-up with us in some activities such as tree growing and clean-up drives in coastal areas. I'm also aware that they support our advocacies on clean air and adopt an estero program) Yes, they coordinate by sending people and we also send people or volunteers for them).

However when the DILG was asked, the interviewee said AKB has partnership only in terms of requesting for the agency's assistance but the coordination is not consistent in fact it was only in January that AKB had asked for their assistance in all his(official) years of service:

We just received a letter from akb parang yung ano nila is youth advocies, they would like us to partner, nag request sila ng assistance para may mga programs sila sa youth, environment, anti-drug abuse, mga ganyan. Pero di pa tapos, under the process pa. (We just received a letter from AKB, maybe addressing youth advocacies. They would like to partner with us, they provided a request for assistance; I think it is for the youth, environment, anti-drugs etc. but still in process.)

Lastly, when the DOLE was asked about the partnership of AKB to attain the SDGs it said that it really does have a partnership with the agency particularly on financial assistance, beneficiary's access to the programs of the agency, providing manpower especially in DOLE's GIP program, a livelihood program which also offers certification for work credentials, as they said:

Pero ang mag papasahod po is DOLE, allowance kami po nag process, ginagawa lang ng Party-list is yung fund and beneficiaries is sakanila. Wala, di kami particular sa fund kasi bagsak lang ng bagsak, walang specific amount ever since. Basta nagbibigay sila ng tulong (financial). (No, we're not particular with the fund, amount comes and we don't know the specific amount and there are no specifics eversince but I'm aware that they give financial assistance. AKB gives the fund and the beneficiaries, but in giving the salary, DOLE is in charge of the process).

Ang alam ko nung una livelihood muna sila nag start, yung emergency employment. Gumagawa silang proposal tapos connected sila sa DOLE and then last yung GIP, ang alam ko last yung GIP until now. Meron silang nirerequest or yung mga POD po nila is kino-connect po sa DOLE, yung GIP livelihood yun yun and then po ginagamit pa rin yung programang DOLE and the??? po yung gagawin ni AKB sila yung, galing sakanila yung beneficiaries(GIP beneficiaries)(They are requesting for something, their POD and they connect it to DOLE, the GIP livelihood, that's it and what they do, the beneficiaries, some from them. I know that they focus and started on livelihood and emergency employment at first. They would make proposals which are connected to DOLE like GIP until now).

The agency with the highest partnership with AKB based on the indicators or categories was DOLE which agreed on three categories, the financial assistance, beneficiary's access to the programs of the agency, and provided man power. Meanwhile, the remaining agencies were tied having one category being participated by the AKB party-list.

Furthermore, the category to which AKB participated most is the **Provide Man Power** and **Financial Assistance**. Nevertheless all of the aforementioned government agencies agreed that AKB indeed had partnership with them to attain a certain goal in the SDGs, hence, the partnership that AKB claims is, hereby, justified.

Table 4 shows the list of the recommendations from the citizens of the Legazpi City ranked according to the frequencies and their percentages. The table shows the recommendation with the highest frequency was "Strengthen the educational assistance" with 26 responses or 21.49%. The recommendation with the second highest frequency was "Create livelihood programs" with the total of 20 responses or 16.53%. The third highest frequency was "Create more programs" with 19 total responses or 15.70%. The lowest frequency belongs to "Improve the frequency and consistency of programs" with 1 response or 0.83%.

Table 4

The list of recommendations of the citizens of Legazpi City

Recommendations	Frequency	Percentage	Rank
Proper dissemination of information about the programs	10	8.26%	6
Improve the frequency and consistency of programs	1	0.83%	8
Increase the educational assistance	26	21.49%	2
Create more programs for poverty	19	15.70%	3
Create more livelihood programs	36	29.75%	1
Create laws for fishermen and farmers	11	9.09%	5
Create more programs for	15	12.40%	4
Conduct Seminars about party-list	3	2.48%	7
Total	121	100%	

Recommendations from the Government Agencies

The recommendations that agencies proposed to improve the role of the AKB in attaining the SDGs was to share more of their budget, increase their involvement in agency's projects, programs, and activities, maintain the quality of service, and create more constituency programs, projects and activities that would promote the SDGs.

For DENR, to improve their role, AKB must coordinate more in their activities and programs and they must initiate to create their own programs for the environment, to which they elaborated:

Siguro mas mag coordinate pa sila, paigtingin ang strong coordination at networking para mas ma implement natin itong mga programs na mag tataguyod sa 17 SDG. Suggest ko din na sila at their own na mag initiate sila ng environmental activities nila, not just kelangan nila maging dependent sa government, parang sila mismo mag initiate so that mag karoon tayo ng social responsibility.” (Maybe they must coordinate

more, strengthen coordination and networking to better implement these programs that support the 17 SDGs. I also suggest on their own, they must initiate to create more programs for the environments not just depend on the government, it's like having a social responsibility.)

According to DepEd, the way to improve their role is by sharing the budget, as they said:

Aside from the budget coming from the government if they could also shell out money coming from the organization, because government has very limited resources and the entire country is the one diving it, since AKB is a big organization, and we believe that they are very rich, if they could shell out money from the org and give it to the deped, I think it would be a big help in promoting quality education.

For DILG, AKB must increase their constituency programs that promote the SDGs as they said:

Well, dahil they represent some constituents' talagang dapat magkaroon din sila ng proyekto dun, not only legislation, dapat meron din silang output in terms of projects and services that will promote the SDGs. (Well, because they represent some constituents, they must have their projects and services that will promote the SDGs).

For DOLE, they must continue quality of their support in partnership with the agency, to which they elaborate:

Actually wala naman kaming masabi sa AKB kasi nagagawa naman nila lahat, wala kaming ma I suggest. Regarding sa orientation namin pinapatawag nila yan lahat, sa invitation sa venue lahat yan. As in talagang partnership. Less na yung work namin. Nandun yung eagerness nila makatulong. (Actually, we don't have anything to say against AKB because they really do their part, we don't have anything to suggest. Regarding the orientation, they require all beneficiaries to attend to our

invitation in the venue, all that. A real partnership indeed. Our work is lessen. The eagerness to help is there.)

Meanwhile as for the own recommendation for AKB to improve their role performance in attaining the SDGs, the government must allocate bigger budget for the party-list and they should keep on tracking down their past programs or projects as they said:

More than allocating bigger budget to attain our SDGs, it is important, as well, to keep track of our past programs so we will know how effective/efficient we had been. The reason why most programs of agencies are hardly sustained is because the implementers do not look back on how their programs succeeded or failed

Discussion

This study focused on the role of the party-list in the attainment of the Sustainable Development Goals. The purpose was to determine the role of AKB in attaining the SDGs. To realize this, the researchers found indicators from the interview with the AKB official and these indicators of the role were tested to determine whether the role of AKB was on a high or a low level. The study utilized the triangulation method where different types of data and data-gathering methods were used and this was possible because it was a mixed method-research which involved both qualitative and quantitative data. It was composed of the performance rating for every SDG, the views from government agencies, the laws authored by the AKB since first term of office and the recommendations of the citizens and the government officials of the agencies. The study used the SDGs because it was globally accepted goals to address the most pressing issues in society nowadays and it was important to be informed if state actors especially the ones with promises of uplifting the lives of the Filipino took part on attaining these goals. In other words, if an organization adopts the SDGs, the organization is concerned with the societal issues and thus concerned with the lives of the Filipino citizens.

This study was a mixed method, included aside from quantitative, the qualitative data which were the interviews with the AKB and the government agencies to gather the data needed to substantiate the first and second data previously presented.

For the interview with the AKB, the purpose was to extract all possible data to help the researchers establish the method of data treatment, the information needed, the agencies which they truly had a partnership with for an easier process of finding the respondents for the interview, and to get an answer to the main problem of the study, whether or not the AKB party-list played a role to attain the SDGs. In the first statement of the problem on what is the role of the AKB in attaining the SDGs, the AKB answered that they adopted the SDGs through different means, those were Social/Constituency Services, Laws and Bills Sponsorship, and Partnership with Gov't Agencies.

For the social/constituency services they supported the SDGs by conducting programs and activities for its constituents. These programs, projects and activities were intended to address the interest and needs of the citizens in short term but with consistency and high frequency could create a long term effect; there were laws enacted to address the problems but these were laws, most them were not for subsidiary purposes, so, there goes where constituency/social services take over.

For the laws and bills sponsorship, the AKB supported the SDGs by creating laws and bills that targeted the goal of the 17 SDGs. This was the main function of the representatives of the party-list groups. This function must not be nullified because in case it was, then the existence of party-list must also be nullified for negligence of their duty. Nonetheless, laws were enacted to be the norm of conduct of the citizens. It was also made to provide for proper guidelines and order upon the behavior for all citizens towards a certain purpose. It provided long term effects, thus if the SDGs shall be addressed by the laws then it would be sustained for a long period of time.

Lastly for the partnership, AKB supported the SDGs by engaging in a partnership with the government agencies whether to help or to ask for help for the implementation of the programs related to the SDGs. Party-list groups are legislative and administrative body in which they can operate on their own, although government gives them fund but it would be a big help if the government through these agencies would offer some help in the implementation of the programs especially in the usage of the gov't properties. The official reiterated that it is indeed their responsibility aside from being required by the COMELEC to create constituency or social services to their constituents on the grounds of substantive representation.

Substantive representation is the extent to which legislator or the representatives of the party-list actively work to advance the policy preferences of the represented. It is also in this view where the representatives' actions and activities mirror the interests of their constituents. Schiller (1995) asserted that substantive representations are manifested in "high cost, low salience activities like bill sponsorship", thus, this requires commitment of representatives' time and resources.

As for the nature of a study or research, it cannot rely on one respondent, thus, researchers did not rely on the statement of AKB to secure the credibility of the data hence as for solution the researchers tested the variables that AKB claimed to be their way of adopting the SDGs. This is also known as triangulation method in which the study seeks different types of data or data-gathering method to ensure the credibility of study and to establish concrete conclusions. With this first interview with AKB, the researchers determined that to test the credibility of these indicators (Constituency Services, Laws and Bills Sponsorship, and Partnership with the Government Agencies). For the constituency services which AKB claimed that they did constituency services to attain the SDGs, this indicator was tested or measured by the performance of the AKB for every SDG rated by the Bicolano constituents of the AKB, and limited to Legazpi City.

The citizens of the selected 37 barangays of Legazpi City were the ones who rated the performance of the AKB. This study included interviews only with the four government agencies for some reasons such as the compliance of the agencies, the time constraint, and the relevance of the agencies to the topic. The result for the interview served as a strong proof for validation of the performance rated by the citizens. The laws were included because a party-list's primary function is for legislation which is to represent the underrepresented and marginalized people in the House of Representatives (RA 7941). With this, the study determined the role of the AKB in the attainment of the SDGs by measuring their legislative outputs to address the problems targeted by the SDGs. The recommendations were included also to validate or if not to see the underlying reasons in the answers of the respondents.

The data gathered from the first indicator, which was the performance rating of the AKB in the attainment of the SDGs as shown in Table 1 revealed that AKB focused on the three highest SDGs namely

Quality Education with a total mean of 4.86 which is rated as “Very High Role Performance” which means that the party-list’s programs was more on promoting the high quality education of their constituents through financial assistance, school supply, scholarships and or incentives to the honor students. These were also shown in the official page of the AKB in the programs section.

All of these say that AKB played a very high role or they did well to ensure an inclusive and equitable quality education and promote lifelong learning opportunities for all. The second highest rating explained that AKB also played a high role in the SDG “No Poverty” which means that implemented programs to end poverty in all forms with the rating of 4.23 rated as “High”. The third highest rating was on the “Zero Hunger” with the rating of 4.03 described as “High Role Performance” which means AKB played a high role and therefore implemented projects and programs on a high level to end hunger, achieve food security and improve nutrition and promote sustainable agriculture. Meanwhile the rating shows that AKB took less effort in promoting the goal “Affordable and Clean Energy” with only 1.87 rated as “Low Role Performance” or nearly “Very Low Role Performance” which means that AKB did not or had only few programs to ensure access to affordable, reliable, sustainable and modern energy for all. Their official page would also tell the same response for the affordable energy programs.

To sum up the performance of AKB in attaining the 17 SDGs according to the respondents of the survey, AKB only achieved eight out of 17 SDGs with a “High” rating and only one with “Very High” rating that is not even half of the total number that is just 47.06% of 17 SDGs. However, it is also appropriate and logical to base the rating on the scale used in computing the mean, so by using the formula to get the weighted mean, the researchers added all the scores from the weighted mean and divided them by the total number of 17 SDGs to get 3.33 total weighted mean which is “High” in the scale provided which means that the rating of AKB overall is “High” which could mean that citizens satisfactorily experienced or felt the overall role of the AKB to attain the SDGs. However, since the AKB only attained eight SDGs with high marks it could also mean that the respondents were not aware of the other programs of AKB. If so, it means that there must be no consistency in the implementation of the programs and the beneficiary’s number for every programs might be low for the programs to be represent in the entire Bicolandia. These are substantiated by the following results from the

interviews with the government agencies, the laws authored by the AKB and the recommendations from all the respondents including the interviewees from the agencies which also explain what was lacking in the AKB's overall performance to attain the SDG's.

For the recommendations of the citizens of the 37 barangays of Legazpi City, the highest recommendation is to create more livelihood programs with the percentage of 29.75% or 36 responses from the total of 121 responses, which shows that citizens wanted to have more jobs that would uplift their life. Indeed with a decent and good paying job the other problems like poverty and hunger could be alleviated.

The second highest recommendation was to increase educational assistance with a percentage of 21.49% or a total of 26 responses which tells us that most of the respondents recommended having more scholarships, financial assistance etc. It also shows that most of the citizens were interested on the programs of the AKB in promoting education, thus, asking for more means also that education was a top priority for the citizens of Legazpi City.

The third highest recommendation was to create more programs for poverty with a percentage of 15.70% or a total response of 19 which shows that most of the citizens also wanted to escape from poverty.

On the second indicator given by the AKB which was the enactment of laws and bill sponsorship, the researcher sorted the laws only to determine the role of the AKB in the SDGs in terms of legislation and used the percentage formula and frequency distribution to determine how many the laws were authored by the AKB to address the SDGs.

On the percentage of the SDG's being addressed by the 34 laws authored by the AKB, the interests of the constituency must be represented in House of Representatives. Existing studies do cover some of these and have argued that the saliency of policy issues (Lax and Phillips, 2012), institutions (Wlezien and Soroka, 2012), and interest groups (Gilens, 2012; Lax and Phillips, 2012) may matter in this regard. However, these studies have paid scant attention to the role of political parties, even if these acts as important intermediaries between the public and policy outcomes.

Laws were chosen to determine rather than bills for the reason that laws mean that they are already implemented, which validates the

meaning of the word “addressed”, basically in past tense, hence, the action was already taken to resolve the issue.

The SDG with the highest frequency of seven or 14% was Quality Education. This tells us that Quality Education was addressed by seven laws and these laws ensured an inclusive and equitable quality education and promote lifelong learning opportunities for all. This simply means that the top priority of the AKB was promoting quality education because it would be easier to create programs and policies which are supported by the law, in this case it would be easier for them to create programs, projects and activities to promote quality education because it is highly addressed by the law. Next to it were Good Health and Well Being and Responsible Consumption tied with frequency of five or 10% which means that only 10% of the 34 laws addressed this goal which is equivalent to five laws. It means that their second priority in legislation was to ensure healthy lives and promote well-being for all. The third priority of the AKB based on the data in terms of legislation was to promote the goal's Life on Land, Responsible Consumption and Production, and the Industry, Innovation and Infrastructure.

On the other hand, the SDG with the lowest frequency of **zero** on 0% means that AKB had not addressed this goal yet, thus, had not attained yet. Furthermore, the laws authored by the AKB addressed 16 out of 17 SDGs regardless of their frequency which was 94.12% which means that the representatives of this party-list did their part as legislators to attain the SDGs but there must be a serious action to be taken to attain the SDGs because every SDG is important to have a progressive state. Moreover, the highest percentage was just 14%, this is due to the number of laws passed, they must affect the percentage as a whole, the more the laws the higher the percentage would be; hence, the AKB must enact more laws to increase the percentage of attaining the SDGs.

The indicator partnership with agencies also addressed the second statement of the problem on what the views are of the government agencies of the role of the AKB in the attainment of the SDGs, per statement of the AKB that they coordinated with government agencies with the SDGs. An interview was conducted to determine whether or not the AKB partners with the government agencies. The result of the interview also added to the weight of the role of the AKB in attaining the SDGs. Government agencies are the outlets of the government in rendering services to the public to provide assistance to the basic needs

of the people in daily necessities or transactions. They are also required to adopt the SDGs as the Philippines is a signatory to the agreement especially to the SDG most related for the purpose of the offices; DepEd for education, DOLE for the goal Decent Work, DENR for Environment goals etc.

On the interview, the questions were focused on the partnership and recommendation of the agencies. The government agencies were asked about the partnership, whether AKB really coordinated with them. Most of them answered that there was indeed a partnership between them and the AKB which means that the statement of the AKB was validated. To attain the SDGs, one way is to have partnership with the agencies. There were four categories as indicators of the partnership namely Financial Assistance, Beneficiary's Access to the programs of the agency, Man Power, and Request for the assistance/programs of the agency.

Themes were established from the statements of the respondents to better understand the meaning or nature of the data. For the financial assistance, the AKB had partnership with the agency by either giving money or by participating in the budget approval in the regular sessions in congress and by giving a positive vote for the budget proposal. Fund is very important for an organization, with abundance it could make a high quality output but insufficiency of it could mean a disappointing result.

On the beneficiary's access to the agency's programs, the AKB partnered with the agencies by helping them encourage the citizens to apply for the programs offered by the agency and by serving as an outlet to get their names enlisted to the list of the beneficiaries. Dissemination of information about the program singlehandedly was yet a hard task especially in the remote areas that did not use much of the technology, hence, to have an organization with some remarkable popularity like the AKB is a big help.

On providing manpower, the AKB partnered with the agencies by sending people to help the operations or programs during the implementation as volunteers. Manpower affects the quality of the program, with abundance of volunteers, the program, projects and activities can be easily accomplished. It also affects the popularity of the programs because volunteers at some point would spread their experience and the importance of being involved in a particular program.

On the request for the agency's assistance, the AKB partnered with the government agencies by sending request to assist them on their own programs by any means; it could be financial, or manpower, etc. AKB had a budget coming from the government but still it sometimes needed the help of certain agencies to implement their programs especially if government property will be vital on implementing their programs. They should seek approval before using them.

The partnership was justified by the agencies but the partnership's degree varied among the agencies which mean that not all categories were done by the AKB. For instance according to DepEd, the partnership with AKB was evident only on financial assistance through the budget approval, which means that AKB partnered with DepEd to attain the Quality Education goal by participating in one category previously mentioned. This means that AKB, in the sense of budget approval, asked the information about the programs such as the materials and rooms to be procured, the curriculum that the agency had to implement. This way AKB helped in promoting Quality Education. Despite participating only in one category, with the rating given by the official of **four** on a scale of 1-5, being the highest which is equivalent to "High", tells us that despite the average participation of the AKB, the DepEd was somewhat contented with the efforts of the AKB in terms of partnership.

On the DENR, the partnership of AKB was focused on providing manpower which according to the themes above, AKB partnered with the DENR by sending people as volunteers in the implementation of the programs or activities and adopting some of the programs of the agency such as tree planting and clean-up drives in the coastal areas. The DENR rated the AKB's partnership as **four** which is "high" on a scale of 1-5. It means that the agency wanted more participation or coordination with the AKB in the implementation of the programs.

The partnership of AKB with DILG focused on only one category, which was the request for the assistance of the agency. It means that AKB partnered with the DILG by giving request for financial or manpower allowance for the implementation of their programs. The agency refused to rate the AKB because according to the official, the request of the AKB was very recent so it could rate the performance if there was no action performed by the AKB yet. Having said this, the partnership of AKB with the DILG has just begun.

On DOLE, the partnership of AKB was focused on financial assistance, the beneficiary's access to the programs of the agency, and manpower the agency with the highest participation of the AKB, had the ratings of **5 Very High**" on a scale of 1-5, rated by the interviewee. It means that AKB's partnership with DOLE was on a very satisfactory level, giving financial assistance, helping them in gathering and preparing the beneficiaries for application in their programs, asking about their programs, and sending people accommodate the beneficiaries on application or orientation.

The categories which were highly participated in by the AKB were the financial assistance and provision of manpower in which two agencies had in common.

The category with the lowest score was **request for the agency's assistance**, only one agency, the DILG answered that AKB coordinated by means of seeking any means of assistance. Based on these data, AKB partnered with the agency with minimal intent of asking for assistance but rather they rendered help to those in needs.

On a scale of 1-5, **1** being the lowest described as **Very low** and **5** being the highest with description **Very high**, to rate AKB's performance, the agency (DOLE) rated AKB with 5. Two agencies rated the performance of AKB in partnership as 4 which was "High" and the remaining one refused to rate for the reason previously mentioned. To sum it up the partnership of the AKB with four agencies was at a high level but not very high as the agencies looked for their improvements as shown in the recommendation section. Nevertheless, what was more justified here was the partnership of AKB with the government agencies that, regarding the degree of the partnership, whether in only one category, was obtained by the AKB, and still considered as participation. Thus, that AKB played a vital role to attain the SDGs is definitely and justifiably true despite the fact that agencies still looked for the improvements on the matter. Hence, the "high" mark.

The recommendations proposed by the government agencies on how could AKB increase their rating or their role in terms of partnership with them to attain the SDGs are as follows: To increase their constituency program, which means to create more programs for their constituents, not just in Legazpi but in the entire Bicolandia; To participate and coordinate more with the agencies in implementing their

programs, which means to actually join the activities implemented by the AKB hence, to increase their partnership in terms of manpower. Third, was to share their budget with the agency, which implying that AKB does not usually shell out cash for the agency but agency despite the agency needing additional budget as for this recommendation.

Conclusions and Recommendations

Based on the data gathered, the problems of this study were completely resolved and the following conclusions were formulated: 1) AKB party-list played a role in the attainment of the Sustainable Development Goals through constituency services, laws and bills sponsorship, and partnership with the government agencies. 2) On the role of AKB party-list to attain the SDGs through constituency services determined by performance to every SDG, the highest role was on Quality Education and the lowest was on Affordable and Clean Energy and only eight SDGs gave a high remark out of 17 SDGs. Thus, the overall degree of their role in the attainment of SDGs by performance was on the average level. With this, the researchers suggest that AKB must increase the programs, projects and activities of for their constituents, furthermore, the beneficiaries must also be massive because as the number of beneficiaries increase, the effect also increases, and as the range of the effect increases the better their role will be. 3) On the laws authored by the AKB, the SDG best addressed was the Quality Education and least was Clean Water and Sanitation. The percentage for every SDG was too low for the reason that the number of their authored laws was also low. So the researchers recommend that they must increase the number and quality of their laws because if the number of the laws would increase the number of SDG that would be addressed would also increase. Moreover they must increase the laws on the SDGs giving attention to the lowest percentage rate. 4) On the views of the agencies on the role of the AKB in the attainment of the SDGs, the the partnership of AKB was justified and they had established a good partnership with the government agencies that play vital role in the attainment of the SDGs. However, the agencies looked for improvements on the extent or degree of their partnership, that AKB must enhance their coordination with the government agencies by being more involved in the indicators of partnership. 5) On the recommendations, the top three highest recommended was to increase the educational assistance, create more livelihood programs, and create more programs for poverty. The agencies also recommended that they must improve their partnership by

strengthening their coordination.

The results imply that Ako Bicol party-list do their part for their constituents and society in uplifting the lives of the constituents through legislative and non-legislative measures regardless to what extent or degree. The results also showed that government agencies and even AKB party-list were aware of the SDGs, the globally accepted goals and, therefore, there is no room for negligence of duty as units or actors of the state that is signatory to the agreement that established these goals.

In addition, the researchers theorized that if there were only eight SDGs that were highly addressed by the AKB party-list, and most of the recommendations referred to increasing the same, then it could mean that political units or organizations, party-list groups, for instance, can affect the way the citizens perceive the societal problems. This could also explain how this situation can manipulate the manner on how people voice out their issues. In other words, such programs, projects and activities for education would dictate the citizens on what the most pressing issues are. Therefore, it tells the people that these are the only issues that the government need to handle, ergo, there is a need to increase the same programs and neglect the truth that there are other more important issues to be handled.

In relation to this study, the less addressed SDGs will never be attained if the AKB party-list would only depend on how the citizens demand because they are the ones who truly dictate how people speak for their interests, wants and needs. The manner on which this can be deliberately explained and resolved is up to the future researchers.

Nevertheless, the researchers found that this study could serve as a basis for the readers to decide whether or not certain party-list groups must be retained. However the researchers propose that this study must be taken along other issues regarding the party-list to narrow the gap between the public and the party-lists. The researchers suggest that in relation to this study, another study could be formulated to tackle the identities of the party-list whether or not they conform to the just representation of the marginalized and underrepresented as listed in the sec. 5 of the RA 7941.

This study did not include all agencies which possibly played a vital role in the attainment of the SDGs because some refused to be

interviewed and some did not contact the researchers to confirm the availability of their office for the interview.

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The Functionality of the Selected Barangay Councils for the Protection of Children in the Municipality of Daraga, Albay

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Children are considered as one of the most vulnerable population in communities. They are subjected to abuse, maltreatment, exploitation, discrimination and even neglect. Many children are considered at risk as they are continuously exposed to an environment, which, they can be easily taken advantage of due to their vulnerability.

The Philippines' adherence to the United Nations Convention on the Rights of the Child affirms its commitment to promote its thrust towards protecting children, and guide stakeholders in the development of a more child-focused plan and programs taking into consideration the various developmental stages of a child. At the fore is the Local Council for the Protection of Children at the barangay level. The Barangay Council for the Protection of Children (BCPC) as an institutional mechanism is expected not only to be organized but more importantly, be functional, in the community. However, evidences showed that that this is not the case. The BCPC's role and its functionality is vital in order for it to enact policies, develop plans and implement programs for the proper care and development of the children in partnership with various stakeholders.

This study aimed to assess the levels of functionality of purposively selected barangays in Daraga, identify factors which contribute and limits the functionality of BCPCs, identify best practices, draw up concrete conclusions and recommend specific actions to encourage barangays to activate and strengthen their BCPCs. The result of this research would be essential in recommending policy development to the Municipal Government of Daraga in ensuring that all 54 barangays

have a functional BCPC as mandated by law and in envisioning a child-friendly environment and governance. This research utilized the DILG guidelines in assessing the level of the BCPCs functionality and employed other methods in gathering data such as focus group discussions and document review.

The research determined that the BCPCs of the barangays subjected for the study are all functional but in varying degrees. The following are the levels of their BCPC's functionality: Anislag—Ideal, Bascaran—Mature, Kilicao and Villahermosa—Progressive. The BCPCs were able to identify factors which contributed to their functionality in terms of leadership, resources and capabilities. For leadership, the factors identified were respect for their Punong Barangay, positive attributes in the leadership of their Punong Barangay, and identification of focal persons. The resources identified were the 1% BCPC fund, fund support for workers, fund support from NGO, sufficient number of barangay health workers, active members of the children's organization, presence of trained community facilitators, and available barangay facilities. The capabilities include knowledge on child rights, knowledge in documentation, skill in conducting surveys, knowledge in preparing development and investment plan and preparing proposals.

The BCPCs considered the following as best practices: organized and active children's organization, child participation in identifying issues, planning activities, implementation of their plan and documentation, and the conduct of child-led activities. The hindering factors which these BCPC's considered were as follows: limited or absence of information on LCPC functions, mandates and guidelines on the 1% BCPC fund coming from the DILG and MLGU, lack or no regular meetings, poor attendance of regular members during meetings, low awareness of community on child rights, minimal support from the Punong Barangay, presence of the local chief executive not felt, and poor records management.

Recommendations drawn from the study included mostly on capacitating the BCPC to increase and improve dissemination of information on child rights and matters pertaining to the improvement of their BCPCs functionality and leadership. Having identified the factors that affect their functionality, the BCPCs realized the need to address these issues by being well informed of the importance of performing their functions, supported with the necessary legislations, allocating resources and appreciate the value of their efforts to establish preventive

and responsive child-protection mechanisms.

The assessment and discussions with the BCPC members provided the barangays an opportunity to review their current status as an organization, gain information and realize what is required of them to fully function and deliver the intended services for children. The research also reflected the need to strengthen existing linkages and truly implement existing laws involving stronger partnerships with all stakeholders, including the children themselves, which require a continued effort to improve in the different aspects of good governance, protection of children and conscious performance to uphold their rights.

Coverage and Collection Efficiency of Social Security System, Legazpi Branch”

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Service excellence has been a key priority of the Social Security System. In order to continuously provide reliable and adequate social protection to its members, programs and activities were implemented to boost membership coverage and further intensify collection efficiency from all branches nationwide.

This study aimed to answer the sub-problems: the performance of SSS Legazpi Branch vis-à-vis the yearly target in terms of regularly paying and intermittently paying employers; the current strategies employed by SSS Legazpi Branch in terms of widening the coverage, reducing the delinquency and enhancing the collection efficiency; the strategies that are found effective in widening the coverage, reducing the delinquency and enhancing the collection efficiency; the lessons that may be learned from the successful practices in Legazpi Branch which may be used by other branches; and the policy measures that may be introduced to intensify coverage, reduction of delinquency and collection efficiency in other SSS branches in the Bicol Region.

An upward trend in number of registered and intermittently paying employers (ERs) was observed year after year from 2012 to 2016. On the other hand, intermittently paying accelerated in 2016 with the paying intermittently influenced by both internal and external factors which include the difficulties in accumulating the amount due to uncertain events and related risk factors in operating the business. On actual and target coverage, result showed a positive percentage change, with total collection exhibited an upward trend over the years resulting to positive percentage variance. However, the actual collection on delinquency fell short in years 2013 and 2014.

Among the strategies that helped boost membership coverage is the intensified coverage and collection from the informal sector (IS) through the continued implementation of AlkanSSSy and KaltaSSS-Collect Programs . Delinquency reduction was done through the implementation of massive monitoring systems to payroll audits, 30-aging rule, official receipts utilization and substantial compliance clearance. On enhancing collection efficiency, some strategies undertaken were continuous monitoring of contributions, authority of collecting partner agents, the establishment of tellering sections and Bayad Centers and immediate assessment to newly covered employers through issuance of billing letter.

Among the number of lessons that may be learned from the successful practices in Legazpi Branch were the initiatives by the management in tapping partner agents like SEDP and DSWD Job Orders and Contractuals which contributed to the upsurge of coverage and collections from 2012-2016.

The policy measure that the branch may introduce to intensify coverage is through coordination with other government agencies like DTI, BIR, Municipal/City Licensing Office, CDA , Department of Agriculture and BFAR.

The paying capacity of the employers and employees, whether they are regularly or intermittently paying, are highly influenced by business risk factors and the financial resources like funding, investment opportunities, sources of income and fund allocation priorities. The status of their contributions to SSS are also affected by external factors like market conditions, natural calamities that generally affect the normal operation of the business and the current economic condition. As to widening of coverage, more effort exerted in eyeing for potential members even in far-flung areas leads to an expanded coverage. As to reduction of delinquency, the initiative of Accounts Officers in monitoring Employers' contributions through various techniques significantly helps in accumulating collection of contributions.

A number of strategies and activities are recommended on key results areas as follows: (1) expansion of coverage; (2) regular remittance of employer; (3) intensification of collection strategies and (4) other strategic planning.

**Partnership of Department of Social Welfare and
Development (DSWD) Conditional Cash
Transfer (CCT) Program with Civil
Society Organizations (CSO) in
Rinconada Areas**

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This study focused on analyzing the partnership of Department of Social Welfare and Development (DSWD) Conditional Cash Transfer (CCT) Program with Civil Society Organizations (CSOs) in Rinconada areas. The level of participation of CSOs in the CCT implementation along the four areas of engagement—Bantay, Tulay, Kaagapay, and Gabay was determined as perceived by the Municipal Links. The factors that affect the participation of partner CSOs were also identified and on the basis of which some recommended interventions were proposed that could help address them.

The respondents of this study were the thirty-two (32) Municipal Links assigned in Rinconada areas of the province of Camarines Sur. Self-administered questionnaires were used to gather the data requirements. The study has found out that the level of involvement of the CSOs in Rinconada Areas along the four areas; Bantay, Tulay, Kaagapay, and Gabay were all moderately participative.

The factors that enhance the CSO participation in Conditional cash transfer partnership along the four areas of engagement are the following: sharing the same mission of alleviating poverty through the DSWD's core poverty reduction program enhances CSO participation; the opportunity to acquire new knowledge and experience in performing volunteer work and trainings and seminars provided by DSWD boost CSO participation while factors that inhibit CSO participation in CCT partnership are the following: no funding support from DSWD CCT program for partner CSOs; limited CSOs available for partnership in Rinconada areas; political interference and too much document requirements to be submitted prior the engagement, vague guidelines and

the lengthy processing proposal and documents of CSO settled last in the factors that inhibit CSO participation.

Proposed measures/interventions to resolve the inhibiting factors affecting CSO participation area the following: regular orientation of DSWD programs and services; policy enhancement for the provision of funding support to CSO partners; enhancement of policy and guidelines along the assessment, processing and approval of intent of CSOs for partnership. The following are the recommendations: Advocacy campaign on CSO partnership should be strengthened to further explore and draw interest of the CSOs present in the area; DSWD must improve coordination and expanding linkages to existing CSOs present in the area; continue capacity enhancement and capability building effort of DSWD to partner CSO to improve quality of their participation and service delivery to beneficiaries. Moreover, review existing policy and guidelines on CSO partnership and consider enhancement on the timelines and turnaround time of the assessment, processing and approval of intent and proposal of CSOs for partnership.

Sorsogon Community College as a Local Economic Enterprise

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This study intended to propose policy actions for the Sorsogon Community College (SCC), Sorsogon City as a Local Economic Enterprise (LEE) of the Provincial Government which is the unit of analysis for its sustainability. It focused on determining the status of the College for school years 2015 - 2018 of operation in relation to: Program Offering, Enrollment, Physical Facilities, Equipment Acquisition and Financial (Profitability, Liquidity, Solvency) and the problems encountered along the mentioned variables. The descriptive – document analysis were used in presenting status of SCC and percentage distribution for vertical analysis. The college is situated in a one-hectare site owned by the Provincial Government and is housed in a two-storey building wherein the lecture or four classrooms, skills laboratory and library are located on the second floor. There is still a need for a separate construction and design of the administration building from the academic building and other facilities. Enrollment for first year had a decreasing trend from SY 2015 to 2018 and it increased in the second semester of SY 2015-2016. On the other hand, second year enrolment for the first semesters increased from SY 2015 to 2018 and it only decreased in SY 2016-2018. SCC is profitable, liquid and solvent on its financial status as of the covered period of time. The policy action is proposed for its operations. Policy Actions for SCC's sustained operations (a) SCC should be under the supervision of the proposed centralized Provincial Local Economic Enterprise Office (PLEE) to manage all income generating projects and local economic enterprises; (b) SCC to make representations with the Sorsogon Provincial Government to be included in the priority list of programs and projects of the province; and c) SCC to offer new programs such Bachelor of Science in Tourism and other related health courses, namely, Medical Secretary, TESDA Wellness Massage, Caregiving, Barangay Health Worker and Housekeeping.

**Level of Adherence of Project Contractors to
Selected Occupational Safety and Health
(OSH) Standards in Baseport of
Philippine Ports Authority
(PPA) Legazpi City**

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This study determined the level of adherence of project contractors to Occupational Safety and Health (OSH) Standards as perceived by the construction workers to identify strategies to prevent incidence of risks among project construction workers in the on-going implementation of Rehabilitation/Upgrading of Damaged Wharf in Baseport Legazpi of Philippine Ports Authority. The project contractors level of adherence of project contractors to OSH standards along training programs, control of hazards; and personal protective equipment. It also determined the problems are encountered by the construction workers in the construction site relative to adherence in the OSH standards, and recommended measures to resolve the identified problems along training programs; control of hazards; and personal protective equipment.

The findings revealed that the project contractors' level of adherence to the OSH standards along the three indicators—training programs, control of hazards, and personal protective equipment was “FAIR”. Subsequently several problems were encountered by the construction workers with respect same level of adherence. Topmost problems were the lack of safety and health training; lack of awareness among workers on work procedures; language barriers between supervisors and workers; inadequate enforcement mechanisms, lack of monitoring and evaluation; absence of safety and health committees; lack of instruction among workers; lack of financial allocation and support from the top management in the implementation of safety practices; poor maintenance of personal protective equipment, and inadequate personal protective equipment . It is therefore recommended that a training program should also be provided to all managers; supervisors workers and contractor, sub- contractor and temporary agency workers on safety and health policies, goals and procedures and functions of the safety and health program; a hazard control plan should be well defined and communicated to all concerned; regular inspection, monitoring and evaluation should be conducted including the conduct routine preventive maintenance of personal preventive equipment.

The Payment Systems and Procedures of Roll-On Roll-Off Terminal Fee (RRTF) by Philippine Ports Authority, Port Management Office Bicol

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The study focused on the payment system and procedures of RORO Terminal Fee (RRTF) for Cargo Handling Operators (CHOs) by PPA, PMO Bicol. Specifically, it sought answers to the following research problems: It looked into the extent of compliance of the payment system and procedures standards of the RORO Terminal Fee (RRTF) as perceived by: Cargo Handling Operators (CHOs); PMO Officers and Staff; and PPA Resident Auditors of Commission on Audit, as well as the problems encountered on the same. It also sought recommendations from the respondents to better improve the present system and procedure. The findings revealed the extent of compliance to standards were perceived as "Very Good" by the CHO and PMO officers and "Good" by the COA resident auditors. The topmost problems identified were: inaccurate data submitted for RRTF collection report; absence of statistical data for RORO traffic, and absence of guidelines on payment systems and procedures of RORO Terminal Fee (RRTF). One important recommendation that surfaced from the study is the installation of an Electronic Payment System to provide prompt and fast service, establish strong internal control procedures, and to be globally competitive.

Personal Financial Management Practices of Selected DepEd Regional Office V Employees

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The study determined the personal financial management practices of the selected DepEd ROV employees to support their needs and make suggestions on appropriate personal finance practices. The profile of the employees in Department of Education ROV along age; gender; civil Status; number of dependents; length of service; and sources of income were determined. Likewise, their extent of practice along budgeting; saving; investing and controlling expenditures were also looked into as well as the interventions needed to improve the financial management practices of the employees. The study found out that most of the employees are aged 30-60; female; married; with 1-3 dependent children; had served the agency for more than 10 years; and depended solely on pure compensation income. They “Almost Always” practice “budgeting” their income, which is a good financial management practice, although they do not regularly “save” since the findings is only “Sometime” on this practice, which implies that they know the benefit of saving but are not doing it regularly since most often than not expenses equal or exceed gross income. They “rarely,” “invest,” which implies two things—they have not enough knowledge about the long-term benefit of investment or they do not have excess money to be used for investment despite “almost always” “controlling their expenditures” by way of prioritizing their expenses according to importance and need. The important intervention needed to help improve their financial practices is for the DepEd ROV to conduct trainings on PerForm (Personal Finance for Mentors) for the employees to make them knowledgeable about management of their personal finances. In addition, personal finance strategies be made available to the DepEd ROV employees in making a budget, saving money and eliminating debts which will secure a better financial status for their future and realize a debt free life. Lastly, introduce personal finance strategies through seminars and other trainings.

The Operational System of Tabaco City Engineering Office Electrical Department

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This research study presented the existing operational practices of Tabaco City Engineering Office Electrical Department as well as the issues and concerns encountered by the office. The researcher gathered data through survey-questionnaires distributed to 30 respondents. Approximately 46% of the respondents were not satisfied with the service provided by the office. The findings of this study will be of great help to improve the operation of the service provided in terms of the three processes which are the following: filing of requirements; ocular inspection of applied dwellings; and issuance of approved electrical permit, respectively so that clients will not be deprived of their right for electrification. The study found out that the major issue and concern encountered by the office is the lack of personnel conducting the three processes for the issuance of the electrical permit. This study concluded that the process to secure electrical permit is a long process to comply before the issuance of the approved permit. Suggestions and recommendations for action that will solve the issues and concerns in the office may be considered especially the proposed flowchart.

Job Satisfaction of Selected Non-Academic Employees of Divine Word College of Legazpi (DWCL) College Campus

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March 2018

This study determined the level of job satisfaction of selected non-academic employees of Divine Word College of Legazpi. The respondents were the 33 administrative support staff at the College Campus of the school. Their profile along gender, civil status, monthly income, educational attainment, and number of years in the service and their level of job satisfaction in terms of workplace environment; rewards and recognition; teamwork; and training and development was determined. The significant relationship between certain traits of the respondents and their job satisfaction was also measured using bivariate analysis. The findings revealed that a great majority (79%) are female, married (61%), and receiving a monthly income from P13,001 to P19,000 and above. Only limited few (7%) receives a monthly income below P13,000. One hundred (100%) of the respondents are college graduates and some few (11%) are Master's degree holders. Forty-nine percent (49%) of them have been with the school for 16 to 30 years. Generally, they are "extremely satisfied" with the work environment and "Very Satisfied" with rewards and recognition, teamwork, and training and development indicators. There has slight significance between job satisfaction and gender and educational attainment and very slight significance between job satisfaction and civil status, monthly income, and number of years in service.

DWCL Program Offerings

School of Business, Management and Accountancy (SBMA)

Bachelor of Science in Accountancy (BSA)

Bachelor of Science in Management Accounting
(BSMAC)

Bachelor of Science in Internal Auditing (BSIA)

Bachelor of Science in Business Administration
(BSBA)

Majors: Financial Management
Human Resource Management
Marketing Management
Operations Management

School of Education, Arts and Sciences (SEAS)

Bachelor of Science in Psychology (BS Psych)

Bachelor of Physical Education (BPED)

Bachelor of Special Needs Education (BSNEd)

Bachelor of Elementary Education (BEEd)

Bachelor of Secondary Education (BSEd)

Majors: English, Filipino, Mathematics
and Science

**School of Engineering and Computer Studies
(SoECS)**

Bachelor of Science in Civil Engineering

Bachelor of Science in Electrical Engineering

Bachelor of Science in Computer Science

Specialization: Robotics

Software Development

Bachelor of Science in Information Technology

Specialization: Multimedia Technology

Web Technology

Bachelor of Library and Information Science (BLIS)

School of Nursing (SoN)

Bachelor of Science in Nursing (BSN)

**School of Hospitality Management
(SHoM)**

Bachelor of Science in Hospitality Management
(BSHM)

TVET Registered Programs:

Cookery NCII

Food and Beverage Service NCII

Bread and Pastry Production NCII

Basic Education Department

Senior High School Program

Academic Track:

ABM -Accountancy, Business and Management
(Bookkeeping NCIII)

STEM-Science, Technology, Engineering and
Mathematics
(STEM with Robotics); and

GAS-General Academic Strand

Technical Vocational Livelihood Track:

H.E.-Home Economic Strand:

Cookery,
Bread and Pastry Production NCII,
Food and Beverages NCII,
Events Management NCII

ICT-Information Communication Technology Strand:
Computer Systems Servicing

Junior High School Program

(Level II PAASCU Accredited)

A. Junior High — Grade 7-10

B. FSDEP: Free Secondary Distance Education Program
(Every Saturday—Trimester)

Grade School Program

(Level II PAASCU Re-Accredited)

A. Pre-School Level: Kindergarten-Preparatory

B. Primary Level: Grade I to Grade III

C. Intermediate Level: Grade IV to Grade VI

Graduate School of Business and Management (GSBM)

Master in Business Administration

Fields of Specialization:

- Financial Management
- Executive Leadership Development
- Enterprise Development & Management
- Business Education
- Environment Management

Master in Public Management

Fields of Specialization:

- Public Administration
- Executive Leadership Development
- Development Management
- Environmental Management

