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Editorial

Balance and Organization Agility

“Balance means poising or standing still, While agility Is the speed to perform a movement”

In today's fast-paced world, organizations should find time to slow down, reflect, and calibrate their inner compass. One fundamental law of the universe is to find balance. The Yin and Yang as it is commonly expressed. To able to practice *balance*, it should start on reflecting its *identity*. What is the identity of Catholic schools? A Catholic school is an institution that exists not just on knowledge delivery but continuously synthesizes culture and faith, and faith and life. The first is reached by integrating all the different aspects of human knowledge through the subjects taught, in the light of

the Gospel; the second is the growth of Christian virtues (Scarlett, 2017). However, inculcating the holistic synthesis might be easy said but hard to accomplish.

Various organizations have been injecting the concept of *Agility*, which is defined as distinct qualities that allow organizations to respond rapidly to changes in the internal and external environment without losing momentum or vision (Kanani, 2016). Agility should be part of any Catholic school scorecard. There is a French proverb saying, "*Rome was not built in a day, but they were laying bricks every hour*". The proverb is an

many organizations, there is always a continuous building – block on implementing strategies and other operations and management concerns. Agility is also about embracing change without losing the organization's identity. La Consolacion College Caloocan as a Catholic school has been firm with its Augustinian Identity, which is reflected in its holistic education approach, concrete operational model, and stakeholders' engagement.

The Role of Teachers

The role of teachers is significant in the identity formation of Catholic school students and graduates. Stephen King once quoted, "*We never know which lives we influence, or when, or why.*" Great teachers can change lives. Being great is fueled by passion. Teachers should establish a strong collaboration between parents. Teachers have parental role in the human formation of students that is governed by love, a love which places itself at the service of children to draw forth from them ("e-ducere") the best that is in them and which "finds its fullest expression precisely in the task of educating" (Greenwell, 2012). Augustinian education is focused on harmonizing the

minds and hearts. And love is manifested through teaching as it is considered a central command of Jesus.

Concerning change, throughout the decades, classrooms and students' lives have been changing. Students have become engrossed with social media inside and outside of class. And classrooms are now equipped with adaptive software to facilitate borderless learning. Richtel (2012) argued that technology can hamper the attention span and ability of students to face challenging tasks. Technology can pose threats and opportunities. And teachers can balance the use of technology, through fostering life and soft skills development among students.

Having the right balance and organizational agility calls for collaborative efforts among stakeholders. The *Performance Triangle Model* (Michel, 2013) incorporates the *System*, *Leadership*, and *Culture* as elements for agility. People power the system by contributing their unique skills, expertise, and experience. An implicit leadership facilitates knowledge sharing, seeks consensus, trusts people,

delegates more, and provides an environment for people to maximize inherent tacit knowledge (Nold 2012). This fosters a culture in an organization that creates shared context, enables or inhibits knowledge exchange and defines the boundaries of collaboration. Its definition of success is on meeting or exceeding expectations by making performance visible in the form of socially acceptable outcomes. Where are we now as a Catholic institution of higher learning is a milestone and in the decades to come.

This issue of the *Research Journal of Educational Perspective and Practices* features insightful researches relevant to the practice of agility and balance as follows;

- ◆ One study tackles the importance of agility among local businesses. And on balanced urban development and heritage conservation. Several promotional strategies were also proposed considering the destination current tourism market.
- ◆ Another significant research study assessed the perception on school climate which identified passive determinants and its implications in school operations. The study also discussed the important

roles of teachers, students, and parents concerning learning and instructions.

- ◆ Considering the Philippines as a disaster-prone country, a study was made to gauge the awareness among healthcare workforce. In the course of the study, a comprehensive disaster management planning was considered vital accompanied with agility preparedness in times of need.
- ◆ And to address violent behaviors, a study developed a scale measurement on aggression. The scale is made to be comprehensive and relevant to the youth. Moreover, several factors were also mentioned that trigger violent behaviors that needs further study and interventions.

The Research and Publications Office extends its heartfelt gratitude to the School Administrators, the entire school community for making this issue of the LCC-C Research Journal possible.

To God be all the praise and glory!

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Faculty Research

Promoting Manila Chinatown as a Tourism Destination Hub

Jeetendra M. Vaswani, DBA

Abstract

The study developed promotional strategies for various tourism sectors in Manila Chinatown; both for public and private entities. And the developed strategies are based on existing or new concepts in promotions, challenges to mitigate, and opportunities to exploit for the benefit of the local community, businesses, and tourism. Lastly, the actual tourists' demand and demographics were also identified on its impact with promotions. The research concluded that several actions should be taken to mitigate exogenous and endogenous factors. Second, there are several gaps in the stakeholders' engagement. And filling in those gaps need partnership and collaboration which would be a success factor for destination promotions.

Keywords: promotions, tourism, demand, Manila Chinatown, strategy, destination

Introduction

"Binondo is not the heart of Manila, it has always been the soul. It is a soul with a series of experiences that invigorates your inner senses. It is a district without pretension, that leaves fragments of the lives of the people, culture, and history. It is also a great contradiction, between good and bad, high and low"- Resident & Blogger

Manila Chinatown is said to be the "World's Oldest Chinatown", founded in 1594 as cited by Ang See (2015). It is situated in Binondo, a district of the City of Manila in the Philippines. It was once a premier business and luxury district, a mecca for faith, an oriental culinary capital and, a melting pot of Filipino and Chinese cultures from the 15th to the 19th century. At present, Manila had tried to regain its identity, but due to the proliferation of commercialization, an increasing number of population, metropolization and despaired citizen seeking refuge outside the damaged old Manila. Cities and regions outside Manila then became competitive destinations. These challenges affect both the business and tourism landscape. In terms of delivering a memorable experience, it is

what the tourist felt with a certain destination on its activities and attractions. This is supported by infrastructures which are also an important element. With this trend, almost PHP 31 billion was invested by the Duterte administration in necessary tourism infrastructures for 2019 which will boost the number of foreign tourists in the Philippines by 12 million in 2022; and local tourists to 89.2 million as stressed Puyat (2018). Destinations are not identical and each one has its competitive edge like Manila Chinatown. And what could have been offered to make it stand out among other tourist destinations? The Philippines is among those countries that are investing heavily in tourism promotions to boost actual tourist demand according to the Department of Tourism (DOT). On the course of the study, several assumptions such as; first are some of the insights on promoting Manila Chinatown are opinionated statements that convey different ideas, beliefs, and perceptions. Second, is the

direction of various stakeholders may vary in terms of jurisdiction, implementation, and evaluation concerning destination promotions. Then, to further intensify promotional strategies it should be supported by the public and private sectors.

Literature Review

Manila Chinatown Current State

According to Umali (2019), Binondo itself changed not just as a tourist destination but also as a business district. Though its residents went on to embrace the colonial culture, they never dared to forget their roots. At its center was Ongpin Street, an enduring reminder of Chinese heritage in Binondo. It was added that economics shaped the face of Binondo. From merchants and tradesmen setting up shop and business, it grew to larger capitalist enterprise. Escolta, Quiapo, and Divisoria were and still is, the place to go for anything from petty baubles to wholesale reselling. Major banks mentioned established

themselves in Binondo before branching out nationwide. Though racism and war-ravaged Binondo and the Chinoys who lived there with it, they persevered and grew stronger. The economic potential of Manila Chinatown is countless, various industries are growing around the district. For instance, Escolta Street is close to many universities and colleges which can benefit potential BPO firms that want to invest in renting buildings with a historic facade. Followed by upscale developer like Anchor Land which has a project that includes the 56 – storey Anchor Skysuites, the world's tallest Chinatown structure to date. Nearby is the 39 – storey Mandarin Square, and the 33 – storey Lee Tower among others. And promoting Manila Chinatown should adapt and be aligned with internal and external forces.

Tourism Stakeholders & Sectors

The support of tourism stakeholders is essential for the

development of successful long-term promotions. According to the WTO Survey (2005). It has identified the following tourism stakeholders which are the; (1) national governments, (2) tourism establishments and tourism enterprises (3) institutions engaged in financing tourism projects; (4) tourism employees, tourism professionals and tourism consultants; (5) trade unions of tourism employees; (6) tourism education and training centers; (7) travellers, (8) local populations and host communities at tourism destinations, (9) other juridical and natural persons having stakes in tourism development including non-governmental organizations specializing in tourism and directly involved in tourism projects and the supply of tourism services.

Current Tourist Market Trend

Millennial's are now spending more of their income on 'experience', and travel is a key component for them. The World Tourism Organization (UNWTO) forecasts that by 2020 there will be almost 300 million international youth trips per year. In terms of

millennial lifestyle, consumption, and travel behavior. According to Verissimo & Costa (2017), this generation is called the frugal generation for their spending habits, or the "go – nowhere generation" because of their activities and travel pattern. They also prefer to use cash and debit cards more than previous generations. Sometimes called "the cheap generation", they search for cheap promotions and often spend less money.

Tourism Destination Promotions

Hasan (2015) emphasized that promotion in tourism helps to draw the attention of the potential tourists, modify the behavior of the existing buyers and influence them to visit a destination. Moreover, it was cited that every destination country should extend its efforts to discover the needs and follows necessary promotional strategies to raise interest among the potential tourists. It is very important for decision-makers to understand how customers acquire information, especially for tourism-related services and products. According to Torres (2015), tourism sectors use different marketing channels/mix to place themselves on top in the industry and to stay

competitive. Currently, there were no published studies on promoting Manila Chinatown tourism. Most of the research studies are focused on well – known destinations like Intramuros and, Vigan which is a UNESCO World Heritage Site. There are vast opportunities to study other local destinations with natural and historical significance,

with a lack of promotional strategy coming from the public sectors. Similarly to Manila Chinatown, its historical significance should be promoted and conserved because being said to be the oldest Chinatown in the World is a selling proposition among other destinations locally and internationally.

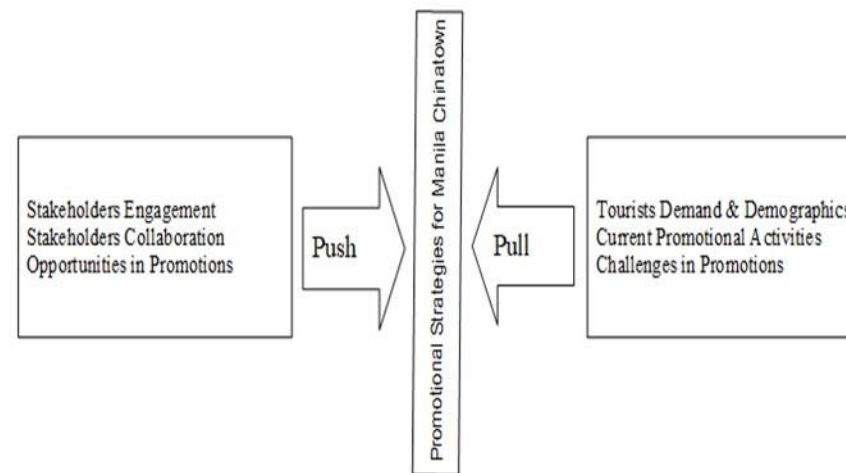


Figure 1. Study Framework on Promoting Manila Chinatown as a Tourism Destination Hub

Research Methodology

Method and Design

The research applied a mixed-method using methodological triangulation

through observation, document analysis, and survey. The tourists provided the actual demographic and demand data such as; type of stay, places they visit, frequency of visit,

the amount spent and reasons for the visit. While the current promotional activities, challenges, and opportunities are transcribed from stakeholders representing various tourism sectors. Through the gathered data, promotional strategies were proposed based on SWOT and TOWS analysis. The research problem is formal, with exploratory content, not limited through the gathered insights and other information.

The researcher also selected several types of non – probability sampling; convenience sampling for accessibility and proximity and the snowball sampling where the subjects recommend and recruit their acquaintances. Lastly, heterogeneous samplings to ensure all credible stakeholders are subjected.

Selection and Validation

The criteria are planned and set qualifications for both the respondents and informants. Concerning the selected informants. They hold several offices as elaborated by the World Tourism Organization (WTO) Global Code of Ethics for Tourism Report according to Faure (2015). Concerning the

identified establishments for document analysis. It is based on the following criteria; first, it is through favorable rating from tourists on social media e.g, Zomato, Trip Advisor, and Google Review. Second, is on the highest volume of tourist-based on seasonality, foot traffic such as; average walk – in and accommodation on stay per day or nights.

Several validations were also conducted such as content and face validations. The researcher also practiced ethical norms. The contents are validated by three content experts on their respective fields within the tourism, business, and academic sector.

Subject and Locale

The identified total number of respondents is four hundred (400) tourists in Manila Chinatown, with a distribution of one hundred (100) tourists per sector namely; food and beverage, accommodation, activities and entertainment, and travel and transportation. as presented in Table 1. While the number of informants is thirty-eight (38) internal and external stakeholders either from public and private entities, which also include local community representatives as presented in Table 2.

Table 1. Distribution of Respondents

TOURISM SECTOR	SURVEY VENUE
Food and Beverage	UNO Seafood Restaurant
	Café Mezzanine
	Estero Fast Food
	Eng Bee Tin
Accommodation	Chinatown Lai-Lai Hotel
	Ramada Hotel
	Lido de Paris
	Peace Hotel
Activities and Entertainment	Bahay Tsinoy
	Lucky Chinatown Mall
	First United Museum
	Casino Filipino
Travel and Transportation	Pasig Ferry
	Old Manila Walk
	E-Jeep
	Kalesa Ride

Table 2. Distribution of Informants

TOURISM SECTOR	INTERNAL STAKEHOLDER	EXTERNAL STAKEHOLDER
Food and Beverage	1. Wai Ying Fast Food 2. New Toho Food Center 3. Eng Bee Tin Chinese Deli	4. Hotel and Restaurant Association of the Philippines 5. Association of Administrators in Hospitality Hotel and Restaurant Management Educational Institution
Accommodation	1. Lido de Paris 2. Chinatown Lai - Lai Hotel	3. Ramada Hotel 4. Red Planet Hotel
Activities and Entertainment	1. Bahay Tsinoy 2. 168 Shopping Mall 3. Binondo Fireworks Firecrackers Lovers Organization, Inc.	4. Heritage Conservation Society 5. National Commission on Culture and Art 6. Pasig River Rehabilitation Commission
Travel and Transportation	1. Old Manila Walk Tour Agency 2. Kalesa Kutsero	3. Ateneo University Ricardo Leong Center for Chinese Studies / Philippine Association of Chinese Studies 4. Metropolitan Manila Development Authority – Ferry Services 5. Department of Tourism / Tourism Promotions Board 6. Manila Tourism and Cultural Affairs 7. Bambikes Philippines 8. Manila For A Day
Other Private Sector	1. Carvajal Fruit Vendor 2. Fengshui Charms & Crystal Shop 3. Cosmos Bazar, Inc. 4. Perfect Lot Realty 5. Chinoy Life 6. Chinoy TV	7. China Global Television Network 8. Tralulu 9. De La Salle College of Saint Benilde 10. HUB Make Lab – 98 COLLABoratory 11. Megaworld Properties 12. Ayala Land Company
Local Community	1. Binondo Barangay Representative 2. Chinoy Resident	3. Chinese National Resident

Research Instrument & Data Collection

The method of collecting insights and data is through interviews and survey questionnaires. The interview question is semi-structured while the survey type is descriptive and structured. The findings are presented in percentage and on the qualitative result. The findings are triangulated. Concerning the time dimension, the insights and data are collected from August 2018 to February 2019.

Several practices were made by the researcher during the actual survey such as conducted surveys either before or after dining, at the hotel lobby or upon check out. This also includes approaching prospect randomly inside the shopping mall, and after museum or casino visits or even after tours or transport from Pasig River Ferry, E Jeep and Kalesa.

Results and Discussion

1. Tourists Demographic Profile

The total number of local and foreign tourists respondents is four hundred (400), with a distribution of two hundred thirty (230) local tourists, and one hundred

seventy (170) foreign tourists. The tourist market is mostly female (53.25%), aged between 30 – 39 (38%) with the least number of below 20-year-old. In terms of civil status, majority are married (62.5%) and are employed (62.5%). In terms of employment, most are regular/probationary employees (84.75%), connected with private firms (84.75%). Moreover, the majority of household income is within PHP 30,000 – 39,999 (30.5%) and the most common source of information is through the internet (41.25%). Lastly, tourists traveling to Manila Chinatown are accompanied by friends (48.25%). The majority are local tourists are from the Philippines (57.5%), followed by foreign tourists from China (35.5%), Korea (5%), Thailand (1.25%) and American (0.75%).

2. Manila Chinatown Demand

2.1 Type of Stay

In terms of the type of stay in Manila, majority stayed within 24 hours, with a total of 91.75%. As presented in Table 3. Majority of tourists are classified as excursionist or same-day visitors and are domestic travelers based on their country of residence. While 8.25% are tourists who stayed for more than 24 hours.

Table 3. Type of Stay

TYPE OF STAY	% OF RESPONSES
Within 24 hours	91.75
24 hours	8.25
Less than 6 months	-

2.2. Places Visited

In terms of the places visited in Manila Chinatown, majority visited Local Chinese Restaurant and Delicacies, with a total of 93.75%, followed by Mall Shopping / Entertainment establishments particularly Lucy Chinatown

Mall at 87.5% and Escolta Street and/or Heritage Structures at 82.25%. Least activities are classified as; others. Such as strolling without specific reason at 0.5%, followed by museum visit at 5.75%, and Carvajal market/street market at 10.75% as presented in Table 4.

Table 4. Places Visited

PLACES VISITED	% of RESPONSES
Local Chinese Restaurant / Delicacies	93.75
Shopping Mall / Entertainment	87.50
Escolta Street / Heritage Structures	82.25
Ongpin Street	76.25
Festivals / Cultural Shows	50.00
Traditional Shops	29.75
Monuments / Landmarks	25.50
Churches and Temples	12.50
Carvajal Market / Street Market	10.75
Museum	5.75
Others	0.50

2.3. Frequency of Visit

In terms of the frequency of tourist visit in Manila Chinatown, majority visited three to five times a year with

56.58%. Followed by 32.37% for more than five times a year. While the least frequency of visit is one to two times a year with 11.05% as presented in Table 5.

Table 5. Frequency of Visit

FREQUENCY OF VISIT	% OF RESPONSES
3 - 5 times a year	56.58
More than 5 times a year	32.37
1 - 2 times a year	11.05

2.4. Average Amount Spent

In terms of the average spent per visit / per capita in Manila Chinatown in pesos value. Major average spending is PHP 744.60 on Restaurants / Café, followed by PHP 559.72 for Accommodation and PHP 494.67 for Entertainment. While the

least average amount spent is PHP 227.50 on Souvenir, followed by PHP 251.25 on Guided Tours and PHP 350.00 on Other Expenses. The overall average spending of tourists per visit is PHP 437.95 as presented in Table 6.

Table 6. Average Amount Spent

SERVICES	AVERAGE PHP AMOUNT
Restaurant / Café	744.60
Accommodation	559.72
Entertainment	494.67
Other Expenses	350.00
Guided Tour Packages	251.25
Souvenir	227.50
Average	437.95

2.5. Reasons for Visit

In terms of reasons for visiting Manila Chinatown, the top three reasons are; (1) Escape from Daily Routine, (2) Learn / Practice Customs, Culture, and Tradition. And

(3) Sightsee Tourist Spots. While the bottom three reasons are ranked as follows; (10) Attend to Business Obligations, (9) Gambling and Gaming, and (8) Fulfilling Spiritual Needs as presented in Table 7.

Table 7. Reasons for Visit

REASONS FOR VISIT	NO. OF RESPONSES	RANKING
Escape from Daily Routine	71	1
Learn /Practice Customs, Culture & Tradition	68	2
Sightsee Tourist Spots	64	3
Friend and Family Visit / Meet New People	60	4
Heritage Appreciation	54	5
Wellness and Relaxation	40	6
Spend Holidays	14	7
Fulfilling Spiritual Need	12	8
Gambling and Gaming	9	9
Attend to Business Obligations	8	10

3. Current Promotions in Manila Chinatown

The enumerated current promotional strategies for Manila Chinatown are

transcribed from various stakeholders. The strategies are viral marketing such as word of mouth promotions, multi-platform promotions on bookings and reservations,

bundling and bulk tour packages and internal public relations. And also events and activities such as parties and night market for heritage conservation fundraising. Concerning the document analysis conducted, there is no ample initiative on below the line promotions as compared to above the line promotions by some sectors.

4. Challenges on Promoting Manila Chinatown

Based on the SWOT analysis, the following challenges in promoting Manila Chinatown are identified within the macro-environment such as; (1) stakeholders' willpower varies, (2) good governance practice, (3) government versatility and adaptability, (4) need for continuous monitoring and evaluation, (5) proper allocation of funds, (6) decreased business confidence, (7) boosting socio-cultural awareness, (8) needs business agility, (9) advancements in financial technology, (10) lacks Infrastructural

development, (11) needs for tourism product and service innovation, (12) practice of environmental stewardship, and (13) Enforcing strong law and policy.

While micro-environment factors are; (1) restaurants lack promotions, (2) restaurant compliance on standards and requirements, (3) needs tourism readiness, (4) needs tourist-friendly signs, (5) improving customer experience, (6) needs on managing capacity, (7) no promotional plan and insufficient data, (8) needs improvement on city environs, (9) serving multilingual market, (10) improving hotel visual merchandising and events, (11) needs for tourist profiling and serving Chinese market, (12) addressing price-sensitive market, (13) lacks private and public stakeholder collaboration. (14) needs for urban renewal, (15) needs for data analytics, (16) proper use of tax, (17) tour operator and (18) guides lacks training and certification, (19) provision on basic city services, (20) lacks

police presence, (21) lacks compliance on tourism legislation, (22) lacks promotions for activities, (23) McDonaldization, (24) efforts for heritage conservation, (25) negative impression public safety and security, (26) high business operating cost, (27) needs balance urban development, (28) compliance on business regulations, (29) solve indifference and anomaly, (30) needs stakeholder partnership, (31) improving local businesses service and facility.

5. Opportunities on Promoting Manila Chinatown

Based on the SWOT analysis the following opportunities are identified for promoting Manila Chinatown such as; (1) day trip potential, (2) business community collaboration potential, (3) growing micro, small, medium enterprises, (4) voluntary group participation, (5) longevity of restaurant businesses, (6) unique Filipino hospitality,

(7) variety of offerings and tourist market, (8) opportunities for tourism intermediaries, (9) opportunity for strategic partnership, (10) potential multi-stakeholder partnership, (11) shopping tourism potential, (12) festival tourism potential, (13) economic contribution of tourism, (14) domestic market potential, (15) Manila Chinatown competitiveness, (16) strong business ties, (17) local business potential and investment potential.

6. Proposed Promotions for Manila Chinatown

Through the market environment scanning, the actual demand and tourists demographics. The researcher also applied the TOWS analysis and identified promotional strategies for various tourism sectors as presented in Table 8. There are also several recommended promotional materials and documents.

Table 8. Proposed Promotions for Manila Chinatown

SECTOR	STRATEGY	MATERIALS AND DOCUMENTS
Food and Beverage	Social Media Usage and Decoration	Online resources promoting local restaurants can talk about the history of the restaurant, their menu, contact details, map and location, service delivery options, customer feedback and interaction.
	Events/ Sampling	Restaurants may also come up of events that will immerse the tourists on food tourism heritage such as, food tours, cooking demos and Carvajal market experience.
	Image and Brand Creation	There are stories behind restaurants where Dr. Jose Rizal used to dine as a regular customer at the New Toho Food Center. There is a strong historical significance that restaurants can use to leverage and promote their brand to tourists apart from improving visual elements such as creating a menu with pictures of the food, citing historical narratives about the place for tourists to see and experience.
Accommodation	Short Term Stay Promotions and Events	There is a demand for short stay. Such as staycation, to experience local culture, to watching an events like boxing championship, or to celebrating an occasions like mother's day. Several promotions can be implemented to attract and retain guest such as, loyalty program, discounts, and freebies. Hotels may also held night parties / events and other activities catering to specific market.
	Product Bundling	This can be offered by tour operators on their package tours which comes with accommodation and / or other activities. And it should come with wide range of prices catering to price sensitive groups.

SECTOR	STRATEGY	MATERIALS AND DOCUMENTS
Accommodation	Image and Brand Creation	Millennial tourists want local space, local touches and local insight. They are tired of the tourist traps and are craving more local attractions. Hotels can have a Manila Chinatown themed design on their rooms and other public areas. And also sell promotional merchandise with Manila Chinatown identity.
	Retail Marketing	Hotels can provide retailtainment to drive traffic and sales. This may showcase Chinoy culture, tips on getting around Manila, and basic business know – how for business and leisure tourists. This can also experience through hands – on activities, liquid crystal display (LCD) or mobile application. Moreover, hotels can get influential people to promote their brand through social media.
	Online Content Marketing	This may increase on sales and bookings. Content such as visual storytelling through the use of Instagram videos featuring amenities. And also guest blogging may attract new guest.
	Ancillary Services Offer	This are add – on services to "WOW" guests such as airport transfer service, birthday cake, welcome drinks for new guest and compliment massage with terms and conditions apply. Moreover, there are also add – on services during stay such as concierge services, in – room services. And also inside and outside entertainment, internet access and function areas.
	Personal Selling	Touring can be a form of personal selling. Which involves sharing of facts about Manila Chinatown. This should not be limited on historical facts, but also the experiences and stories of the people should be mentioned.
Travel and Transportation	Fund Raising and Events	This involves activities during tours such as: participation on festivities with the religious, fund raising activities for heritage conservation, and a visit to a Chinoy home to learn Hookien and their culture. Or simply riding a kalesa.

SECTOR	STRATEGY	MATERIALS AND DOCUMENTS
Travel and Transportation	Social Media Usage and Partnership	Tour operators can further promote their tour packages. This can include partnership with non – local tour operators and other sectors for joint offerings. Through the use of social media platform such as; TripAdvisor for reviews reference and website visibility, etc.
	Package and Tour Development	Tour operators can design enticing packaged tours to increase traffic on other destinations in Manila. This would diversify the high volume traffic in Manila Chinatown. Tour operators may create joint tour packages with other operators specializing on other subject matter and destination.
	Government Relations	Tour operators should work closely with the local government on their scheduled tours, and also on giving out data and activities sought for research purposes. Tour operators can also conduct post tour survey to further enhance their services and provide necessary data for promotions and tour package designing.
	Marketing Research and Information Management	This would provide necessary market information such as trends in tourist arrival, characteristics of tourist and their segments, expectations and satisfaction and activities sought. The post tour survey by various tourism sector may contribute on the master plan for Manila.
	Collaborative Promotions	Stakeholders should collaborate on managing tourist capacity by scheduling tours or other events during non – peak season / hours. This also ensuring tourist safety by avoiding walking tour on areas with high the fire risk, and orienting tourists on safety precautions.
	Travel Trade Marketing	This would inform and educate travel intermediaries and other stakeholders about Manila Chinatown, and to familiarize them on tourists attractions, events and other resources. Dissemination of information can be through educational workshop, seminars and meetings.

SECTOR	STRATEGY	MATERIALS AND DOCUMENTS
Activities and Entertainment	Mall Promotions	Festivities are can promoted on shopping malls to create awareness and attract more customers. Other local businesses in Manila Chinatown can also create activities such as cultural shows or product offers to attract tourists.
	Public Relations and Sponsorship	There should be a coordinated with various vendors on the possible activities for Manila. This could be calendar presented on social media platforms or POPs (Point-of-Purchase) materials. It should be a year – round list of activities and events that would create demand and travel intention. The list could include; festivities, cultural shows, parties, night market and others. The government should also actively sponsor other local events in Manila Chinatown aside from Chinese New Year.
	Information Distribution and Fulfillment	This includes dissemination of information through various promotional tools can include, maps, accommodation guide, attractions / destination brochures, tarpaulin or digital display stand for local tourists at shopping malls.
	Digital Technology Promotions and Events	Museum is less visited in Manila Chinatown. And to be able to increase foot traffic, several activities can be performed such as theater plays that would interaction tourists with history like; The Early Chinese Tradings, Living at the Parian of Manila and other milestones. This can be performed on a given season or month. Moreover, museum can install digital display such as large video walls and interactive touch screens to engage visitors.
	Ancillary Services Offer	These are common services need by tourists. There should be tourist information counters in Manila Chinatown offering services such as money changer for currency exchange, translation guide and even medical assistance.

SECTOR	STRATEGY	MATERIALS AND DOCUMENTS
Other Private Sectors	Investor and Government Relations	There should be strong government involvement with the business sector on ensuring the compliance with the law. There should be imposed additional tax to condominiums units listed for lodging, home – stay and alike. Local businesses should enrich customer experience. And also agility towards partnership with non - Chinoy businesses.
	Image and Brand Creation	Local businesses like jewelry shops, groceries, and other retail outlets should enrich customer experience, improve facilities like airconditioning, and conduct promotions to invite customers to visit them instead of mall-ing.
	Media Relations and Advertisement	Media can be used on promoting Manila Chinatown through editorials and feature stories on travel channel locally and internationally. The public stakeholders can also offer familiarization trips to travel writers, or partnership with private sector such as airlines on advertisement Manila Chinatown on their in-flight magazine.
	Incentive and Financial Support	This can be given as a recognition on exemplary businesses compliance and performance. Acknowledgment can boost morale of businesses to further enhance their service delivery. Certain tax incentives can be given to performing stakeholders or financial supports most specifically to MSEM's.
Local Community	Tourism Awareness Program	This campaign would gear the local community towards tourism readiness and mitigate anti – tourism mindset. This can be conducted through formal or informal group discussion, dialogues or consultations.

Recommendation

The success of promoting Manila Chinatown must be able to convert tourists with suppressed or no intent for visiting Manila Chinatown into actual or potential market. And also address several trends such as; changes on travel pattern, service expectations, adopting new technologies, marketing tools, pricing strategy, new facilities and amenities, and strengthening local community collaboration.

Manila Chinatown promotions must be anchored with long – term strategic thinking and continuous consultative process between both public and private sectors. There is also a need to maintain a good relationship among stakeholders.

There is also a need for a Tourism Master Plan, which is comprehensive strategic planning for the next 10 to 20 years comprises of directions and action plans on products, infrastructure, human resources, marketing and promotions, and funding.

The promotional strategies to be implemented should be

supported by other marketing mixes such as; product, price, place, people, process and physical evidence. Other analyses can be performed such as customer analysis, competitor analysis, and market analysis to extract other relevant information. And proposed promotional strategies must be presented to various tourism sectors for review and reference.

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Faculty Research

School Climate of La Consolacion College Caloocan as Perceived by Junior High School Students

Raquel M. Cacatian, Ed.D

Abstract

The study identified key determinants on promoting positive school climate at La Consolacion College Caloocan. The determinants are interpersonal relationship, psychological atmosphere, and institutional environment. Several identified concerns that hinder positive school climate which includes lack of mutual respect for individual differences, weak social support system, undefined measurement of achievement of students, perception of safety within the campus among others. The concerns should be in collaboration and mitigated by various stakeholders of La Consolacion College Caloocan. Moreover, the research findings can be a secondary reference for school operations and management, marketing to boost enrollment motivation, and also on extracurricular and curricular development.

Keywords: school climate, stakeholder

Introduction

"School climate is a complex construct that has been recognized as an important component of effective schools. And La Consolacion College Caloocan educators can play a role in promoting positive school climate". - Cacatian (2018)

The primary purpose of catholic education is to nurture catholic children in love and understanding of faith. Every child is taught with the cardinal virtues of prudence, justice, fortitude and temperance that form students' character. The entire school days are infused with gospel messages; community in Christ, service to others and participation in sacraments. But it is also clear that catholic schools should adapt to various economic realities to survive. They should choose niches to attract students because handing on the faith to children is no longer a primary reason to fill in catholic schools. There are several creative strategies to improve the school environment which could contribute to the learning experiences of the students. It is also imperative that schools should provide security and safety, and an environment that is conducive for learning

and discoveries. All of these constitute a positive school climate for all its stakeholders.

By definition, Perkins (2006) defined "School Climate" as a learning environment created through the interaction of human relationships, physical setting, and psychological atmosphere. Other factors include the feelings of people have about the school whether it is a place where learning can occur (Howard, Howell, and Brainard, 1987). Achieving positive school climate involves not only the teacher and the learner but all stakeholders directly or indirectly in contact. School climate is also based on the patterns and norms of school life that each stakeholder experiences. The people involved interact based on one another goals, beliefs, values, character, practices and the physical environment. A positive school climate could be an integral component of effective school operations. Other researches also suggested that effective schools are distinguished by their culture. These schools are characterized by structure, process, and a climate of values and norms that focus on promoting successful teaching and learning. The research study is substantial in providing insights on how each stakeholder at La Consolacion

College Caloocan can play a role in creating a positive school climate. And also on effective school operational management which could lead to an increase in enrollment motivation, etc.

Literature Review

Creating Positive School Climate

School Climate is defined as the character and quality of life within a school that is shaped by its organizational structure, physical environment, instructional practices, interpersonal relationships, and overarching values, objectives, and customs (Cohen, et al., 2009). And understanding and examining school climate seems imperative, given the significant amount of research suggesting that a positive climate is associated with various student outcomes, including academic achievement and performance.

Children spent most of their time in school from their formative years up to their adulthood; the years which we consider critical since these are the years when their character is being built according to Character Education Partnership (1995). Moreover, it is also stated that it is

important that students feel comfortable and able to learn, and educators feel respected and able to do their job. When a student knows that his or her teacher cares not only about academic success, but also personal well – being, the students will gain a higher sense of self-worth and self-esteem. And when an educator feels like a valuable contributor to the team, he or she will be eager to put forth the best effort. Other studies presented strong evidence indicating school climate is indeed a tangible quality with implications for student learning and development. As cited by Lehr, C.A (2002), that the efforts to improve school climate must be an integral part of school improvement plans to have a positive and sustainable effect. But too often, fragmented solutions are implemented, are marginalized in the school, and improvements are short-lived. To achieve meaningful and sustainable improvements, schools must have a clear sense of their vision and goals. Schools also need to understand the barriers to learning that their students experience beyond the school and address those barriers before students can achieve

and thrive. Surveying students, teachers, and school staff is the first step in creating a positive school climate. Survey results can provide schools with information about how each group of individuals perceives conditions for learning according to California (US) Department of Education (2018). And such information can then be used to design prevention and intervention programs specific to the needs of the school communication. Other effective approaches also involve collaborative planning, collegiate work, and a school atmosphere conducive to experimentation and evaluation and view all school staff (e.g., teachers, paraprofessionals, custodians, secretaries) as important contributing members who are engaged in the development of activities that take place over time. Similarly, students, parents, and community members must be included in projects to address school climate. Inviting a parent or student as a token representative will not suffice; to foster investment in the project, individual contributions and participation must be welcomed, respected, and valued as part of school-wide efforts.

Promoting Campus Safety

One contributing factor of campus safety is when students

feel safe because learning is not affected by physical factors; such as light, quality of air or noise. In such as school, buildings and any other physical infrastructure are well maintained and repairs are carried out when necessary by so doing, the school minimizes the occurrence of accidents resulting from worn out and dilapidated buildings, making students feel safer. Also, the learning institution should be equipped with various alarm and detection systems such as; fire alarms and smoke detectors that come in handy during emergencies. Heating and air systems within a school with a positive climate work well, and buildings have proper lighting. Consequently, the institution carries out routine inspections to ensure all equipment is working properly and doesn't pose any risk to the students.

One of the most important aspects to enroll one's child in school is to know their safety and security inside and outside the school. Fear the harm will keep one from performing well whether in the house, classrooms or workplace. It is for this reason not only parents want to ensure but the students themselves and the school personnel. It is also emphasized in an article at the Family Education by Education Development Center (2000) that school

safety is everyone's business. And the best safety effort will involve all aspects of your child's school, including classroom instruction, school services, and the school climate. It is also emphasized by Hurley (2006) on a blog titled; "Why is School Safety Important?" that to be assured of protection from harassment, physical, emotional and mental abuse to name a few, will not keep all the concerned people from entering and stay in the school. And the increasing incidents of violence have caused alarm, thus safety is given importance not only in the school but elsewhere. Safety in our schools is important and necessary to support the academic success of each child, allowing them to learn and achieve in a safe and nurturing environment.

Strengthening Interpersonal Relationship

Another important aspect of a positive school climate is a harmonious interpersonal relationship between; teachers and learners; teachers and their colleagues; and among students themselves, that affects the teaching and learning process. The adults in school, as well as the students,

show mutual respect in one another's differences in gender, race, culture, beliefs, and religion. When students perceive that teachers and other adults in their school care about them – as learners and as individuals – they are more likely to feel positively engaged with the school. Moreover, the relationships that children witness in school can have a profound effect on their social development. Where children are treated in a fair and just way and experience respect for diversity there is a greater chance that they will treat others in the same way. The school has a responsibility to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with. Schools have a particular opportunity to promote genuine respect for diversity by ensuring that (1) groups are regularly changed and do not always consist of the same children, (2) teams are not always chosen by individual children, (3) books used are bias-free and gender equity is promoted at all levels, (3) the strengths of individual children are fostered, (4) children are encouraged to listen to different points of views.

In learning about the cultures of others and exploring various traditions and practices the children can develop a sense of respect for differences and appreciate the contribution that such difference has to offer. This exploration will be particularly relevant where there is a diversity of cultures within a class. It will help to encourage children to be inclusive in their dealings with others, to challenge prejudice, and to learn how to live in an intercultural society according to a guideline released by the Professional Development Service for Teachers (2010).

Conducive Teaching and Learning

Concerning building an interpersonal relationship, teachers and administrators in a positive school climate put high and suitable learning expectations for all the students. To help students fulfill these expectations, teachers make learning relevant and interesting. Also, instructors analyze the skillfulness and individual capabilities of every student to help them grow and fulfill their educational goals. The school administration and teachers also formulate procedures that attend to individual learning needs. On the other hand, parents are constantly updated about their

children's progress and attend meetings to discuss learning needs. In a positive school climate, teachers use the current curriculum and effective teaching practices.

Moreover, teacher support for positive learning is essential for school children, it helps the children learn and achieve fully if the learning environment is encouraging and fun. Studies have revealed that children are likely to learn better in a conducive learning environment. Lastly, the relationship between the teacher and student is crucial to learning. The students spend long hours in school it is therefore imperative for the teachers to create a very good learning relationship and experience with the students. Children learn better when they are having fun.

Creating & Sustaining Environment

The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff, and visitors. School buildings and grounds must be designed and maintained to be free of health and safety hazards and to promote learning. Studies conducted by the US Department of Education (2000) shown

that student achievement can be affected either positively or negatively by the school environment. Policies and protocols must be in place to ensure food protection, sanitation, safe water supply, healthy air quality, good lighting, safe playgrounds, violence prevention, and emergency response, among other issues that relate to the physical environment of schools.

The nature of the school environment has been shown to have a strong influence on the way students develop and learn. Many studies have documented the association of school climate with improved student outcomes. For example, it is more likely that students will have higher achievement, more positive self-concepts, improved behavior, and higher aspirations when the climate of the school is positive. In some cases, the link between school climate and student outcome is relatively direct. Aside from the feeling of security and safety in the school premises, the surrounding physical appearance, facilities and learning resources, the feeling of belongingness is also one factor that adds to the positive learning. When the learner knows that he/she is accepted by the group, he/she is free from any anxieties which will affect his process of learning.

The students must feel safe from all aspects of learning institute, so they could focus on learning and developing their skills. It is therefore imperative for the institution to take all the learning and developing their skills. It is therefore imperative for the institution to take all the necessary steps to provide all the precautions so as not to jeopardize the learning process of the students.

A positive school and classroom environment can have a major effect on the achievement and behavior of students. It takes a concerted effort to create a school or classroom that is conducive to learning. It is essential that the physical environment of the school promotes general health and well – being of both the children and the teachers. It should be one where; (1) the basic physical needs, such as heat, light and adequate ventilation are met, (2) appropriate facilities are provided for eating and playing, (3) the building and its environs are safe, promote a sense of security, and create an atmosphere that fosters living in a healthy way.

Pleasant surroundings encourage children to take pride in their school and can provide a welcome for those who are visiting. Children can also learn how to care for and respect the wider environment as they share the responsibility for taking care of their immediate physical surroundings. A school's environment is the thread that connects the multitude of activities on campus. In many respects, this thread is almost invisible, yet everyone experiences its influence. Positive social relationships and attitudes about the school are as important to the environment as are safe and well – kept buildings and grounds. A safe, clean, and well – maintained school with a positive psychosocial climate and culture can foster school connectedness, which in turn boosts students' and staff health as well as students' educational achievement. A school's physical environment includes the school building and the surrounding grounds, such as noise, temperature, and lighting as well as physical, biological, or chemical agents. The alarming increase in the number of students with asthma is one problem that may, in part be affected by

poor physical conditions in schools. The psycho-social school environment encompasses the attitudes, feelings, and values of students and staff. Physical and psychological safety, positive interpersonal relationships, recognition of the needs and success of the individual, and support for learning are all part of the psycho-social environment. Other factors that can affect a school's environment includes; (1) the economy, (2) social, cultural and religious influences, (3) geography, (4) socioeconomic status of students' families, (5) tax bases, (6) political and social institutions.

Creating and sustaining a healthy school environment requires the commitment and involvement of virtually everyone in the school – students, administrators, teachers, custodial and maintenance staff, school counselors, school nurses, nutrition services workers. Also, schools need the involvement of families and environmental, public health, public safety, public welfare, and other community agencies. School administrators have the overall responsibility for a school's physical and

psychosocial environment. Superintendents have the responsibility for complying with laws, rules, and education code sections that affect the

school environment. In many schools, the administrative role might be delegated to facilities coordinators, risk managers, or environmental health specialists.

Research Paradigm

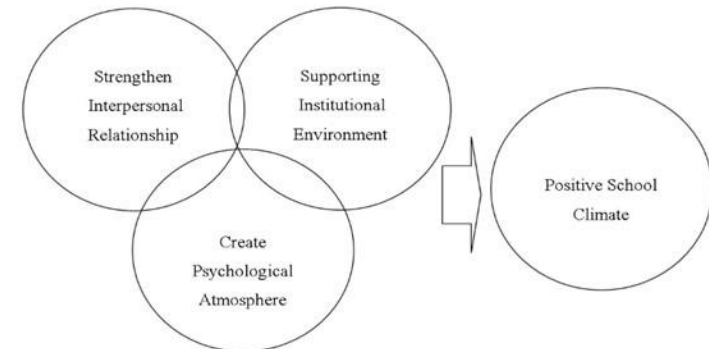


Figure 1. Operational Paradigm on the Study of La Consolacion College Caloocan School Climate as Perceived by Junior High School Students'

The framework shown in Figure 1 is conceptualized with three determinants for achieving a positive school climate at La Consolacion College Caloocan. It is also cost-effective and an integrated approach that would provide administrators and teachers of La Consolacion College Caloocan a clear, manageable and sustainable blueprint for accomplishing the outcomes schools are mandated to achieve and for having safer and high thriving environments.

Research Methodology

Research Design

The researcher used

quantitative method, descriptive research design in determining La Consolacion College Caloocan school climate as perceived by Junior High School Students. And the study also used a stratified random sampling technique and Solvin's formula at 5% margin error.

Subject and Locale

This study involved a sampling of (n=282) respondents from Grade 7 (n=60), Grade 8 (n=69), Grade 9 (n=72), and Grade 10 (n=81) of La Consolacion College Caloocan for the School Year 2016 – 2017. Table 1 shows the number of breakdown of the research participants and sample size, as follow:

Table 1. No. of Research Participants

YEAR LEVEL	POPULATION (N)	SAMPLE (n)
Grade 7	203	60
Grade 8	235	69
Grade 9	245	72
Grade 10	275	81
Total	958	282

Research Instrument

To gather data, the researcher used a written survey questionnaire composed of 84 items covering questions related to the following: interpersonal relationship, psychological atmosphere, and institutional environment. Using the 4 – point Likert Scale, the respondents were asked to answer based on the degree of agreement: (1) Strongly Agree (SA); (2) Agree (A); (3) Disagree (D); (4) Strongly Disagree (SD).

Data Collection Procedure

The survey was presented and validated by the Basic Education Departmental Principal and Faculty Members. The instrument was administered to the identified respondents with the assistance of faculty members from the same subject area.

Data Analysis and Statistical Techniques

To analyze the data gathered from the respondents, descriptive statistics using the mean, standard deviation, and ranking with interpretation were generated as follows:

Table 2. Data Interpretation

MEAN SCALE	VERBAL INTERPRETATION	
3.25 - 3.99	Strongly Agree	SA
2.50 - 3.24	Agree	A
1.75 - 2.49	Disagree	D
1.00 - 1.74	Strongly Disagree	SD

Moreover, the questions under each determinant of school climate which consist of interpersonal relationship (15) items, psychological atmosphere (21) items and institutional environment (14) items were ranked from top to bottom composing 27% of the responses.

Result and Discussion

Table 3 presents the School Climates Determinants at La Consolacion College Caloocan as perceived by junior high school students'. Presenting with the degree of agreement as follow;

Table 3. Interpersonal Relationship

ITEMS	MEAN	SD	VERBAL INTERPRETATION	TOP 27%
The teachers establish friendly relations with students.	3.40	0.60	SA	1
The teachers, administrators and staff seem to work well with one another.	3.36	0.57	SA	2
The teachers / administrators communicate with the students, parents and others regarding the student's abilities strengths and progress.	3.33	0.63	SA	3
The teachers ensures equitable and respectful student interaction.	3.31	0.63	SA	4
The teachers and / or principal as well as other administrators try to get family members to be part of school activities.	3.28	0.65	SA	5
The school develops among members of the school community an awareness of the social issues and deep concern especially for the poor sectors of the community.	3.27	0.62	SA	6

ITEMS	MEAN	SD	VERBAL INTERPRETATION	BOTTOM 27%
The teachers / administrators make students feel at ease and comfortable.	3.14	0.66	A	16
The teacher / school administrators arrange meetings at appropriate time.	3.15	0.69	A	15
The people within the school community respect one another's differences as to gender, race or culture.	3.16	0.66	A	14
I can approach and trust my teachers / principal / administrators and other workers with regards to my problem.	3.20	0.76	A	13
The school creates structures for individual consultation with parents and with members of the community.	3.21	0.60	A	12
The teachers / administrators ensure clarity of language in any form of written communication from the school.	3.23	0.61	A	11

This determinant explains how the administrators, staff, teachers, parents, students and other school personnel develop a positive interpersonal relationship by ensuring that they have clear communications, concern with others and sensitive to individual differences. Based on the findings and ranking, the overall mean score for this determinant is 3.25 ($X=3.25$), which means that the student – respondents strongly agree that interpersonal relationship is one of the foundations for learning and human development. The highest mean score is (3.40) on teachers establish friendly relations with students. And (3.36) on teachers, administrators and staff seem to work well with one another. Followed by (3.33) on the teachers /administrators communicates with the students, parents, and others regarding the student's abilities strengths and progress. And (3.31) on the teachers ensure equitable and respectful student interaction. And lastly (3.28) on teachers and/or principal as well as other administrators try to get family members to be part of school activities. Lastly, (3.27) on the school develops among members of school community an awareness of the social issues and deep

concern especially for the poor sectors of the community.

While the bottom six results are as follows; with the lowest mean score of (3.14) on teachers/administrators make students feel at ease and comfortable. And (3.15) on teacher/administrators arrange meetings at the appropriate time. Followed by (3.16) that the people within the school community respect one another's differences as to gender, race or culture. And (3.20) on approach and trusting my teachers/principal/ administrators and other workers with regards to my problem. And lastly (3.21) on the school creates structures for individual consultation with parents and with members of the community. And lastly (3.23) on the teachers/administrators ensure clarity of language in any form of written communication from the school. The results could infer that teachers at La Consolacion College Caloocan had established friendly relations with students. As such, a great deal of the information in the "Teaching and Learning" section is relevant to how understanding interpersonal relationship shapes goals and the methods or strategies that we use to actualize our goals.

Table 4. Psychological Atmosphere

ITEMS	MEAN	SD	VERBAL INTERPRETATION	TOP 27%
The lessons develop students' knowledge, skills, attitudes and values.	3.41	0.58	SA	1
I feel good about what I have achieved in my school.	3.40	0.62	SA	2
Learning tasks are challenging, important, and authentic.	3.34	0.61	SA	3
Being a student of this school makes an excellent impression of my learning achievement.		0.59	SA	
The topics presented are related to the problems met in real life situation.	3.33	0.62	SA	4
PAASCU Accredited Status of this school is shown in teachers' delivery of instruction and students' learning achievement.	3.31	0.67	SA	5
More students activities are provided than teachers activities.	3.29	1.82	SA	6

ITEMS	MEAN	SD	VERBAL INTERPRETATION	BOTTOM 27%
I feel that my needs as students – clientele are the top most concern of the school's service staff and personnel.	3.14	0.68	A	16
The friendship paradigm is at work between and among departments in school.	3.17	0.72	A	15
I feel safe at all areas of our school.	3.23	0.76	A	14
Performance expectations are explicit.	3.23	0.67	A	13
The curriculum encompasses students' holistic development.	3.24	0.65	A	12
The student services compliment quality instruction and meaningful learning.	3.24	0.65	A	11

This determinant explains the prevailing psychological atmosphere along with all that it encompasses such as mindset, behavior/discipline,

core values and curriculum for students holistic development. Based on the findings and ranking, the overall mean score for this determinant is

3.25 ($X=3.25$). The highest mean score is (3.41) on lessons that develop students' knowledge, skills, attitude, and values. And (3.40) on feeling good about what they have achieved in the school. Followed by (3.34) on learning tasks are challenging, important and authentic. And being a student of this school makes an excellent impression of my learning achievement. And (3.31) on PAASCU accredited status of La Consolacion College Caloocan (specific change questionnaire) is shown in teachers' delivery of instruction and students' learning achievement. Lastly, (3.29) on more students activities are provided than teachers activities

And the bottom six results are as follows; with the lowest mean score of (3.14) on I feel that my needs as a student –

clientele are the topmost concern of the school's service staff and personnel. And (3.17) on friendship paradigm is at work between and among departments in the school. Followed by (3.23) on I feel safe in all areas of our school. And performance expectations are explicit. And (3.24) on the curriculum encompasses a student's holistic development. And the students' services complement quality instruction and meaningful learning. In general, a positive climate should be those that encourage every student to feel safe, connected and academically engaged at school. It would take a lot of work to make this happen, even when it looks easy from the outside. And it can be done in any school like, La Consolacion College Caloocan, even when it looks impossible from the outside.

Table 5. Institutional Environment

ITEMS	MEAN	SD	VERBAL INTERPRETATION	TOP 27%
There is a swimming pool inside the campus as add – on services.	3.38	0.71	SA	1
The school has rules against physical violence and verbal abuse.	3.36	0.74	SA	2
Classrooms are conducive for learning.	3.36	0.62		
The school is conveniently located and accessible to students.	3.30	0.70	SA	3
Laboratories are adequate and available for students' use.	3.29	0.63	SA	4

ITEMS	MEAN	SD	VERBAL INTERPRETATION	BOTTOM 27%
The parking space enables smooth traffic flow and movement of vehicles.	2.94	0.96	A	15
The quadrangle are well – painted, spacious and clean for all school activities.	3.01	0.85	A	14
Library services and IMC resources are maximized.	3.12	0.73	A	13
Fire exits are easily located within the school vicinity.	3.16	0.80	A	12

This determinant explains that institutional environment involves the physical environment of school buildings and school grounds as a key factor in the overall health and safety of students, staff, visitors. Based on the findings and ranking, the overall mean score for this determinant is 3.21 ($X=3.21$). The highest mean score is (3.38) which stated there is a swimming pool inside the campus as add – on services. Followed by (3.36) which includes the school has rules against physical violence and verbal abuse. And classrooms are conducive to learnings. And (3.30) that the school is conveniently located and accessible to students. And lastly (3.29) that laboratories are adequate and available for students' use.

And the bottom four results are as follows; with the lowest mean score of (2.94) on the parking space which enables smooth traffic flow and movement of vehicles. And (3.01) on the quadrangle is well – painted, spacious and clean for all school activities. Followed (3.12) on the library services and IMC resources are maximized. And lastly (3.16) on the fire exits are easily located within the school vicinity.

Recommendation

On strengthening interpersonal relationship at La Consolacion College Caloocan, there should be mutual respect for individual differences (e.g. gender, race, culture, etc) at all levels of the school (students – students; adult – student; adult – adult)

and overall norms for tolerance. There should also be collaborative social support between adults and students. Social support from adults includes the nature of expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems. And social support from students which refers to patterns of supportive peer relationship for students (e.g. friendship for socialization, for problems, for academic help, and for new students). The goal of building interpersonal relationship basing on John Dewey's philosophy stated that there should be a growing awareness that we can and need to support healthy, safe and engaged relationships that provide the optimal foundation for learning.

On developing psychological atmosphere at La Consolacion College Caloocan, there should be at in-depth assessment on factors concerning the measurement of achievement, discipline, safeness/safety, involvement in different activities, curriculum

review for secondary students in compliance with the set standards and terms by PAASCU. Moreover, instructions should be satisfactory being taught by teachers and should be delivered with holistic learning outcome. The teachers must apply research – apply research-based knowledge about teaching and learning in the instructional process. And lastly, school activities should be evaluated periodically to assess progress toward achieving the goals and objectives and use of results to revise, improve and strengthen La Consolacion College Caloocan programs.

For a supportive institutional environment at La Consolacion College Caloocan, the school buildings and grounds must be designed and maintained to be free of health and safety hazards and to promote learning. Various studies have shown that student achievement can be affected either positively or negatively by the school environment. Policies and protocols must be in place to ensure food protection, sanitation, safe water supply,

healthy air quality, good lighting, safe playgrounds, violence prevention, and emergency response, among other issues that relate to the physical environment of schools. Students should be involved and empowered in planning, creating, and sustaining a school culture of safety and respect.

There must be involvement of all stakeholders of La Consolacion College Caloocan in data review, analysis, and dialogue about perceived accomplishments in the area of student learning, and in developing, implementation and monitoring goals for improvement in student learning. Achieving a positive school climate should be accompanied by other strategic programs such as marketing and operations management to increase enrollment at La Consolacion College Caloocan.

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Faculty Research

How Safe-Oriented are the Healthcare Workforce of a Tertiary Hospital in Metro-Manila?

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Abstract

This paper aims to determine the extent of awareness of the tertiary hospital workforce, 33 administrative and 218 rank-and-file respondents, about the Department of Health's information management system for disaster-related emergencies. It seeks to answer the question: How safe-oriented are the healthcare workforce of a tertiary hospital in Metro Manila? Specifically, the following are the objectives of the study: (1) to assess the awareness level of the hospital employees on the safety measures involved in the ff. stages of disaster management: pre-disaster, disaster and post-disaster; (2) to measure the gap of disaster consciousness level between the administrative and the rank and file personnel; (3) to analyze at which phase of disaster preparedness is the difference in the respondents' awareness measure most and least significant; and (3) to evaluate at which specific areas are safety-orientation improvements necessary to strengthen the overall disaster preparedness process in the respondent hospital. As Quantitative-Descriptive research, this study, by using weighted mean, one-way MANOVA, and Post Hoc Analysis, particularly Tukey HSD Test, shows that administrative people are informed with relatively full understanding of all the phases of the disaster management plan whereas the members of the rank-and-file indicate fair understanding on the same. A significant difference in the level of awareness between the two sets of respondents in this regard is also revealed; thus implies the need for thorough information dissemination and orientation on the matter.

Keywords: Disaster awareness and preparedness, information management, disaster response

Introduction

The occurrence of disasters in the Philippines has been reported to be among the highest in the world, making the country the most, disaster-prone place on earth. Disaster refers to any time the medical needs of a community or needs of the hospital exceed available resources. A report presented in the Joint Commission on Accreditation of Healthcare Organizations (CAHO) in 2003 revealed that an average of about eight major social and economic disaster incidents in the country per year could be attributed to various natural and man-made hazards and the susceptibility of its many communities, out of poverty and growing population (DOH, 2007).

Furthermore, the country's geographical location and physical environment is within the "Pacific Ring of Fire"-- a zone of frequent earthquakes and volcanic eruptions that encircles the basin of the Pacific Ocean. Thus, besides landslides, active volcanoes, destructive earthquakes, and tsunamis, it is also affected and struck by five to six cyclonic

storms (typhoons) responsible for bulk damages suffered from a natural disaster, mostly from the months of April to December yearly (Philippines Disaster Risk Management Profile, 2005). Metro Manila or Kalakhang Maynila, officially called the National Capital Region, is the Philippine's smallest region, yet the largest and the most complex urban regions in Asia (EMI, 2007). Cited among the most severe hazard impacts in the region, as reported by The Philippine Disaster Risk Management (2005) were the major fires at the Ozone Disco in March 1996 and at the Manor Hotel in August 2001 both in Quezon City. On July 20, 2000, the main solid waste disposal site then, the Payatas dumpsite was the scene of a slide caused by heavy rainfall that resulted in 224 dead and 38 still reported missing.

Composed of a coastal margin with the reclaimed area in Manila Bay, the central plateau, and the Marikina valley, NCR is likewise prone to flood, that is even aggravated by heavy rainfall during the wet season (from May to October), the monsoon period, poor drainage due to

solid waste in the canals and natural streams as well as illegally constructed structures along or above the streams. Consequently, Metro Manila experienced the worst flooding in the last four decades. True enough that in September and October 2009, massive floods and landslides resulted from the continuous heavy rains because of Typhoon Ketsana (Ondoy) and Parma (Pepeng), which greatly affected Metro Manila and the rest of Northern and Central Luzon. Concerning the study, it is understood that exhausting all safety-related efforts in any form is an important measure to reduce risks and to prevent accidents from happening. Nevertheless, to what extent information about these measures is known to hospital employees, is not evaluated in most of the hospitals in the Philippines. In this light, the researchers pursued this study which aims to determine the extent of hospital employees' awareness on disaster management in pre-disaster, disaster and post-disaster stages as well as their differences in the level of awareness, thus, identify continuing efforts to strengthen hospital preparedness for disastrous eventualities.

Literature Review

The National Disaster Risk Reduction Management Council

The National Disaster Risk Reduction and Management Council (NDRRMC) is a body empowered to perform policy-making, coordination, integration, and supervisory functions, as well as to monitor the preparation, implementation, and evaluation of the NDRRM Plan (NDRRMP) to ensure the protection and welfare of the people in times of disaster. As so, the NDRRMC is the backbone of disaster management, with functional networks from the national level down to the barangay level, backstopped by national agencies clustered under the different phases of disaster risk management to ensure a more coherent and effective response across all key sectors or areas of activity according to the Commission on Audit.

The Department of Health

The scientific explanation of disaster planning and response considers the health aspects of disasters and the collaborative application of the various health disciplines

involved in comprehensive disaster management (Nye, Thomson & Travis, 2006), from humane actions for the stricken persons into an efficient management system throughout all the phases and aspects of the disaster. Thus, the Department of Health (DOH) is the second of the eight clusters to serve as the lead agency on health, mandated both for disaster response and disaster recovery and rehabilitation (NDRRMC, 2014) in line with RA 10121 (2010). As all concerned agencies and instrumentalities should have their respective Disaster Preparedness Plans, DOH, a key player in the implementation of the NDRRM Plan, underscored the standard Disaster Management Guidelines among hospitals in the country, which must include among others, health emergencies and training for Disaster Assessment and Response Technique (DART) and Disaster Management Course (DMC).

Hospitals for Disaster Response

Hospital information management for disaster

response is of utmost importance. The hospital, itself must be equipped with a plan that will enable it to do its task in promoting wellness of its patients in any given situation, most so, in times of disaster. Most importantly, healthcare professionals, who make things happen in hospitals, are expected to be armed with quality information, enough to empower them of right actions and sound decisions to make in case of calamities. Indeed, the cycle of information management never ends because the more people learn and the more constant reinforcement of knowledge, skills, and dispositions is done, the more need-responsive they could be throughout. Consequently, the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) required hospitals to perform drills, as a matter of orientation of emergency management and disaster plans.

The respondent hospital in this study should abide by the DOH guidelines on Disaster Management Plan covering three phases, as follows: (1) Pre-Disaster, (2) Disaster, (3) Post-Disaster. Unfortunately, the disaster recovery phase

is rarely addressed in hospital disaster plans. However, rehabilitation actions should be taken in disaster aftermath to enable basic services to resume functioning, assist victims' self-help efforts to repair physical damage and community facilities, revive economic activities and provide support for the psychological and social well being of survivors. Hospital disaster planners and safety personnel must quickly pass through the denial that nothing will ever happen to their facility and begin to deal with the realities (Richter, 2007).

Disaster Information and Management

In this regard, Warfield (2007) shared that managing recovery will require building capacities, restoring coping mechanisms, empowering communities and determining root causes and vulnerabilities that make society's disaster-prone. As soon as possible after a disaster, the building(s) should be assessed for structural damages. This can be done by in-house engineering staff or through an outside contract with a professional engineer. It must be decided if the building is

safe for continued occupancy. This will be a major determining factor whether total evacuation is necessary and what level of care can be provided (Richter, 2007). Whelchel (2007) contended that once a disaster strikes, the hospital, and local authorities should carry out preliminary need and loss assessment and the district administration shall mobilize resources accordingly by doing detailed assessment at respective level for damages sustained in housing, industry/ services, infrastructure, agriculture, health/education assets in the affected regions (Gujarat State Disaster Management Authority, 2006).

Interventions

For his part, Makilan (2004) argued that recovery should be conceived as an integral part of the ongoing developmental process at all levels in the organization. The context in which it will take place will be necessarily shaped by the prevailing social and economic conditions and the vulnerability levels of the affected hospital communities before, during and after the disaster. Recovery thus focuses on how best to restore the

capacity of institutions or communities to rebuild and recover from disasters and to prevent relapses. The opportunity should be seized to reduce development deficits of the affected areas and not to simply replace the damaged infrastructure. Management of information is critical to any disaster management system (COA). As a matter of fact, the national objectives for health for the period 2005-2010 and 2011-2016 prioritizes the establishment and implementation of national electronic public health information systems; and the improvement, by means of information, of the capacity for surveillance of, and rapid response to disease and public health emergencies (DOH & DOST, 2013).

Hence, evaluation modules are intended to assess the impact of the drill as the hospital disaster response progresses and develops. They should be used to identify strengths and weaknesses in hospital disaster drills, and the results gained from the evaluation should be applied to further training and drill planning. And improving information management system is thus considered a

key focus to many organizations, across both the public and private sectors (Robertson, 2005). To ensure that information management activities are effective and successful, they must be communicated extensively, so that people have a clear understanding of what to do which is a pre-requisite for achieving the desired level of adoption since that information is a life-giving force that empowers the government and the public to serve. It is an indispensable and a very important component of governance in the dispensing functions such as health services, public safety, and national security, disaster prevention, management and mitigation, and in many other aspects (National Mapping and Resource Information Authority, 2011).

Conceptual Framework

This study is founded on the Information Management Manual for Coordinating and Monitoring Health Emergency and Disaster Response (Dela Peña, 2007). It is premised on the framework of information systems management

processes based on the three major functions of health information systems comprised of (a) data collection;

(b) information sharing; and (c) information utilization as shown in Figure 1.

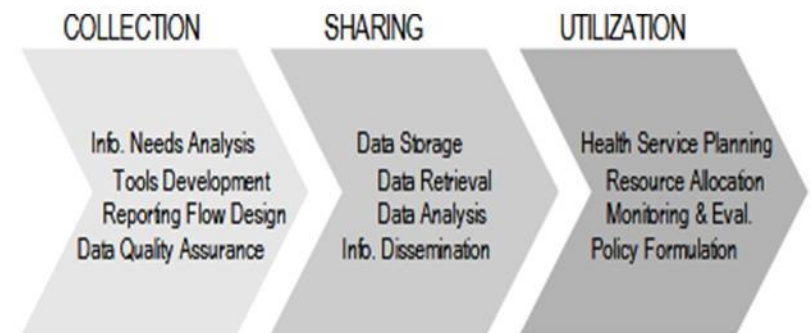


Figure 1. Information Management System Processes

Wilson (2002) defined information management as *"the application of management principles to the acquisition, organization, control, dissemination, and use of information relevant to the effective operation of organizations of all kinds"*. Given that information is the foundation of every organization, the way information resource is used and controlled requires careful management, thoughtful governance, and strategic consideration (Smartlogic Semaphore Ltd., 2016).

Operational Framework

The schematic diagram presented in Figure 2

summarizes the conceptual underpinning of the study. The researchers took interest in making reality checks on how far the consciousness of the pre-supposed implementers of the disaster management plan can go when it comes to disaster-related circumstances. Research findings surfacing from the study are expected to provide empirical data to guide future actions in reinforcing guidelines and procedures concerning information management process for better disaster preparedness and emergency responses.

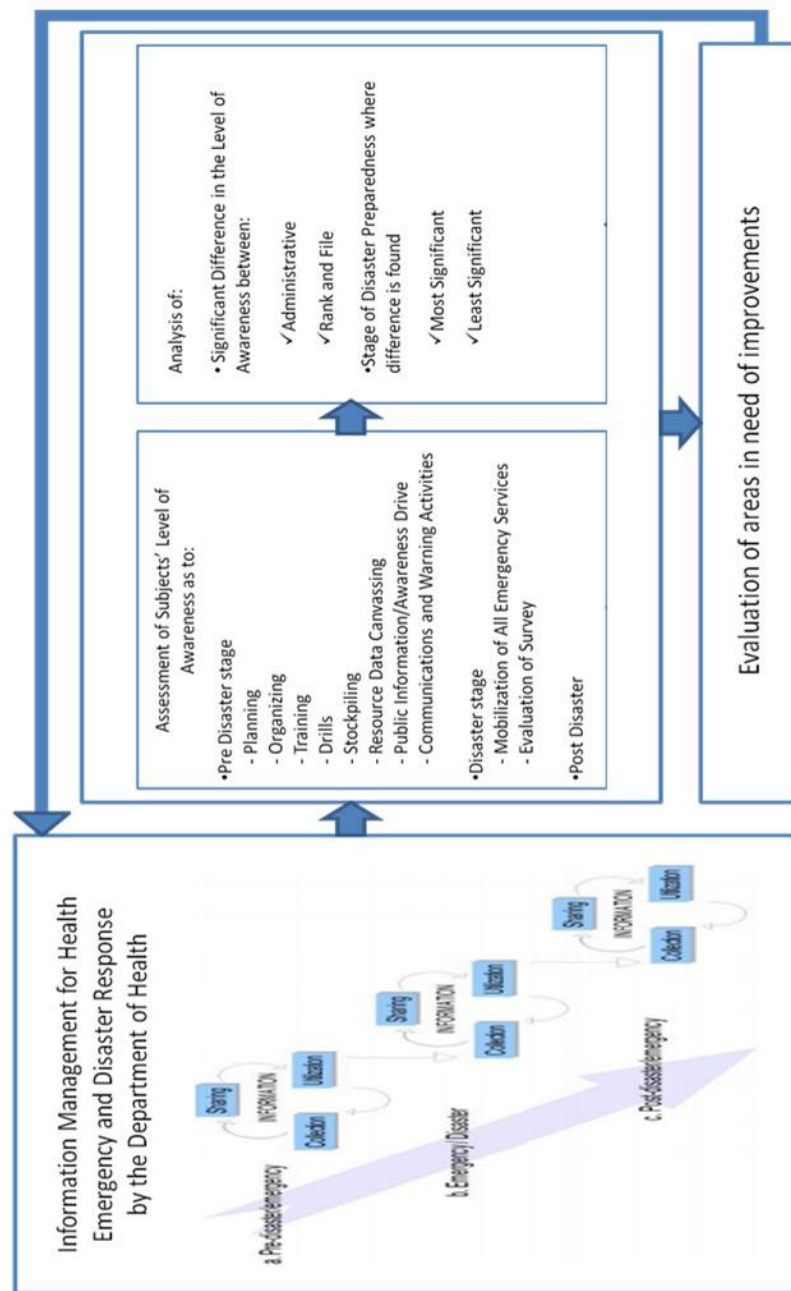


Figure 2. The Operational Framework of the Study

The operational framework of the study indicates that the framework of Information Management for Health Emergency and Disaster Response Plan by the Department of Health (DOH) sets the standards of reference for hospital human resources to have definite knowledge and clear understanding of information confronting disaster-related emergencies. The plan covers the flow of information along with the three phases of disaster awareness: pre-disaster, actual disaster, and post-disaster. Moreover, it is based on the foregoing information management plan that the safety orientation of the respondents for disaster-related emergency issues and concerns are examined for this study. Hence, the awareness level pertinent to the salient features of the plan among the employees at the respondent hospital was assessed stage by stage, as follows: Pre-Disaster (*Planning, Organizing, Training, Drills, Stockpiling, Resource Data Canvassing, Public Information/Awareness Drive*); Disaster Stage (*Mobilization of all emergency*

services and Evaluation of survey results and submission of damage report and recommendations to NDCC through the RDCC); and Post Disaster.

Research Methodology

Research Design

The researchers conducted quantitative-descriptive research to determine the level of awareness in the disaster management plan of administrative and rank-and-file employees of a hospital in Metro Manila. The hospital was not named for confidentiality purposes.

Respondents & Selection

A simple random sampling was used to give the subjects equal opportunity to be selected. The respondents were 33 administrators and 218 rank-and-file employees. To have a better view and understanding of the plan, the researchers asked the administrators and the person responsible for disaster management operations regarding the hospital's disaster management system.

Instrument and Data Gathering

The instrument used was a survey questionnaire from the DOH, integrating the National Disaster Response Plan issued by the NDRRMC. It consists of 20 items divided into 3 response categories under PRE-DISASTER, DISASTER and POST DISASTER. The pre-disaster phase has six aspects, Disaster phase has ten and Post-disaster has four aspects. A 5-Point Likert scale rating with 5 (I fully understood) as the highest down to 1 (I'm not informed and not interested to know) was used.

The survey lasted for two (2) weeks considering the subjects' varied schedule. Respondent-Administrators included medical and nursing directors, supervisors, head nurses, and other employees who hold administrative positions in different divisions while rank and file employees had the major portion of the workforce such as senior nurses, staff nurses, nursing attendants, institutional workers and other hospital employees in different divisions like those in the pharmacy, dietary, accounting, central supply, security

personnel, maintenance, etc. Excluded were rank and file employees on highly specialized areas such as the operating room (OR), intensive care unit critical care unit (ICU-CCU), neonatal intensive care unit (NICU), delivery room (DR), an emergency room (ER), for they were not permitted by the Human Resources Department to be surveyed due to the demand of their job as it may interrupt the continuance of their services.

Data Analysis and Statistical Techniques

A letter of permission was secured from the Office of the Hospital Director to allow the distribution of questionnaires. After the distribution, the questionnaires were retrieved. The data gathered were consolidated and analyzed using appropriate statistical treatments. Weighted mean was used to describe the level of awareness on disaster management plan in pre-disaster, disaster and post-disaster phases, and was interpreted following the scale hereunder as presented in Table 1.

Table 1. Data Interpretation

WEIGHTED MEAN	INTERPRETATION
4.21 – 5.00	5 – I am informed, I fully understood
3.41 – 4.20	4 – I am informed, I fairly understood
2.61 – 3.40	3 – I am not well informed, acquainted
1.81 – 2.60	2 – I am not informed, interested to know
1.01 – 1.80	1 – I am not informed, I am not interested to know

On the other hand, the one-way multivariate analysis of variance (one-way MANOVA) was used to determine the significant difference between administrative and rank-and-file health practitioners' awareness on pre-disaster, disaster and post-disaster phases. While One-way MANOVA is an omnibus test statistic that cannot tell the specific group to which significant difference in findings may be attributed, it tells, however, that at least two groups were different. To distinguish at which items under the three phases of disaster preparedness do the gap in the subjects' awareness level is most and least significant, the Post Hoc Analysis particularly the Tukey HSD test was employed.

Results and Discussion

The level of the respondents' awareness regarding the three phases of a disaster management plan as determined based on the weighted mean indicated that that the response "*I am informed, I fully understood*" was predominant in certain items under the three phases of a disaster management plan for respondent-administrators. On the other hand, the weighted mean with the verbal description of "*I am informed, I fairly understood*" is noticeable in all items in the three phases of a disaster management plan for all rank-and-file employees.

Pre-Disaster Phase

Table 1 presents the computed weighted mean of

the level of awareness on the pre-disaster phase of the respondents.

Table 1. Pre-Disaster Awareness on Disaster Management Plan

Pre-Disaster Phase	Adminis-trator		Interpretation	Rank-and-file		Interpretation
Items:	Mean	SD		Mean	SD	
1. Chain of commands during a disaster	4.30	0.47	I am informed; I fully understood	3.74	0.50	I am informed; I fairly understood
2. Your designated Emergency Response Team	4.21	0.55	I am informed; I fully understood	3.66	0.52	I am informed; I fairly understood
3. Training, seminars, drills, and orientation on disaster response	4.21	0.60	I am informed; I fully understood	3.73	0.48	I am informed; I fairly understood
4. Policies, guidelines, and protocols on disaster management	4.21	0.60	I am informed; I fully understood	3.60	0.55	I am informed; I fairly understood
5. Notification and communication procedure	4.18	0.58	I am informed; I fairly understood	3.77	0.49	I am informed; I fairly understood
6. Stockpiling of supplies and emergency requirements	4.15	0.44	I am informed; I fairly understood	3.79	0.48	I am informed; I fairly understood

In Pre-Disaster Phase, the administrators' computed mean in four (4) aspects revealed that they are informed and that they fully understood the items in the disaster management plan as to *chain of commands during disaster* ($X=4.30$, $SD=0.47$); their *designated emergency response team*

($X=4.21$, $SD=0.55$); *trainings, seminars, drills and orientation on policies, guidelines and protocols on disaster management* ($X=4.21$, $SD=0.60$) while two (2) items: *notification and communication procedure* ($X=4.18$, $SD=0.58$); and *stockpiling of supplies and*

emergency requirements ($X=4.15$, $SD=0.44$) have marked respondent-administrators' fair understanding. Whereas, the rank and file employees' computed mean in all six aspects are indicative that they are informed and got a fair understanding of the information under the pre-disaster phase of disaster response.

Disaster Phase

Under the Disaster stage, the administrator's computed mean in five (5) aspects has an equivalent response that *they are informed and that they fully understood* the disaster management plan on *evacuation plan* ($X=4.24$, $SD=0.44$), *evacuation site* ($X=4.24$, $SD=0.50$), *location of equipment* ($X=4.24$, $SD=0.50$), *allocation of supplies* ($X=4.21$, $SD=0.48$), and *fire* ($X=4.27$, $SD=0.45$); while responses on *hospital triage categories* ($X=4.18$, $SD=0.46$); *earthquake* ($X=4.12$, $SD=0.33$), *bomb threat* ($X=4.00$, $SD=0.25$), *gas*

leak ($X=4.12$, $SD=0.33$) and *flash floods* ($X=3.97$, $SD=0.17$) generated weighted means revealing that "*they are informed but fairly understood*" the items of the plan during actual disasters.

On the other hand, the rank and file employees' computed mean in all 10 aspects was consistent at indicating that *they are informed but fairly understood* that part of the plan featuring items in the disaster phase. On Table 2 presents the computed weighted mean of the level of awareness on the disaster phase of the respondents.

Table 2. Actual Disaster Awareness on Disaster Management Plan

Disaster Phase Items:	Adminis- trator		Interpretation	Rank- and-file		Interpretation
	Mean	SD		Mean	SD	
7. Evacuation plan	4.24	0.44	I am informed; I fully understood	3.79	0.52	I am informed; I fairly understood
8. Evacuation site	4.24	0.50	I am informed; I fully understood	3.78	0.52	I am informed; I fairly understood
9. Triage categories of the hospital	4.18	0.46	I am informed; I fairly understood	3.68	0.49	I am informed; I fairly understood
10. Allocation of supplies	4.21	0.48	I am informed; I fully understood	3.73	0.48	I am informed; I fairly understood
11. Location of equipment for disaster management	4.24	0.50	I am informed; I fully understood	3.78	0.49	I am informed; I fairly understood
12. Earthquake responses	4.12	0.33	I am informed; I fairly understood	3.67	0.49	I am informed; I fairly understood
13. Fire response	4.27	0.45	I am informed; I fully understood	3.78	0.51	I am informed; I fairly understood
14. Bomb threat response	4.00	0.25	I am informed; I fairly understood	3.56	0.52	I am informed; I fairly understood
15. Flash floods/ flood response	3.97	0.17	I am informed; I fairly understood	3.56	0.52	I am informed; I fairly understood
16. Gas (Oxygen/ LPG) response	4.12	0.33	I am informed; I fairly understood	3.54	0.52	I am informed; I fairly understood

Post-Disaster Phase

In Post-Disaster Phase, the administrators' computed mean in the two aspects has an equivalent response which means that they are informed and fully understood the disaster management plan on SOP after a disaster ($X=4.24$, $SD=0.44$) and network/linkages with other facilities ($X=4.21$,

$SD=0.42$). Noticeably, however, they got fair understanding though they were informed on items about the emergency staffing supplementation ($X=4.15$, $SD=0.44$) and cross-checking of inventory supplies ($X=4.15$, $SD=0.44$) just like the rank and file who were discovered to have been informed through consistently revealed a fair

understanding of the matter under study. Table 3 presents the computed weighted mean

of the level of awareness on the post-disaster phase of the respondents.

Table 3. Post Disaster Awareness on Disaster Management Plan

Post Disaster Phase Items	Adminis- trators		Interpretation	Rank- and-file		Interpretation
	Mean	SD		Mean	SD	
17. Standard Operating Procedure after a disaster	4.24	0.44	I am informed; I fully understood	3.70	0.50	I am informed; I fairly understood
18. Emergency staffing supplementation	4.15	0.44	I am informed; I fairly understood	3.62	0.52	I am informed; I fairly understood
19. Cross-checking of inventory of supplies	4.15	0.44	I am informed; I fairly understood	3.64	0.48	I am informed; I fairly understood
20. Network and linkages with other facilities	4.21	0.42	I am informed; I fully understood	3.70	0.50	I am informed; I fairly understood

The Gap in Disaster Consciousness Level Between the Administrative and the Rank-and-File

To show the comparison of the level of awareness on the disaster management plan of the administrative and rank-and-file employees, the null hypothesis (H_0), as follows, was tested and was rejected in this study: H_0 – There is no significant difference in the level of awareness of administrative employees and rank-and-file employees.

Table 4 shows that the computed F value and the

mean square of each item in three phases of disaster are significant at 0.05. This means that there is a significant difference of awareness on the disaster management plan of the administrative and rank-and-file employees. The results of the study as disclosed in the presentation and analysis of data presented in this table hereunder revealed that the level of awareness of hospital administrators and rank-and-file employees varies significantly in all phases of a disaster management plan.

Table 4. Level of Awareness of Administrative and Rank-and-file Healthcare Workforce

Source: Designation of the Respondents Pre - Disaster Phase	Mean Square	F
1. Chain of commands during a disaster	140.254	*1993.885
2. Your designated Emergency Response Team	4.78	*17.541
3. Training, seminars, drills, and orientation on disaster response	7.038	*24.532
4. Policies, guidelines, and protocols on disaster management	6.553	*26.284
5. Notification and communication procedure	10.868	*34.699
6. Stockpiling of supplies and emergency requirements	5.586	*22.418
During Disaster Phase		
7. Evacuation plan	5.893	*22.801
8. Evacuation site	6.256	*23.585
9. Triage categories of the hospital	7.249	*30.892
10. Allocation of supplies	6.553	*28.094
11. Location of equipment for disaster management	6.256	*25.942
12. Earthquake responses	5.724	*25.732
13. Fire response	6.964	*27.977
14. Bomb threat response	5.443	*22.739
15. Flash floods/flood response	4.712	*20.033
16. Gas (Oxygen/LPG) response	9.639	*38.936
Post-Disaster Phase		
17. Standard Operating Procedure after a disaster	8.376	*34.946
18. Emergency staffing supplementation	7.98	*30.384
19. Crosschecking of inventory of supplies	7.435	*32.862
20. Network and linkages with other facilities	7.463	*31.426

*significant at 0,05 with $df=1$

The impact of these results identified the areas in the disaster management plan that must be improved to uniformly balance the level of awareness in the different phases of a disaster management plan. The notable analysis presented further implied that the disaster

management program in all aspects or phases of the level of awareness of rank-and-file employees has a significant difference compared to the level of awareness of administrative hospital employees. Hence, the hypothesis was rejected.

Evaluation of Items of Significant Difference Between the Administrators and the Rank-and-File

with the most significant difference between the two groups of respondents' level of awareness using Post Hoc Analysis using Tukey HSD Test.

Table 5 presents the items

Table 5. Items with Most Significant Difference in the Subjects' Level of Awareness

Phases of Disaster	Scale on Level of Awareness	Mean Difference	95% Confidence Interval	
			Lower Bound	Upper Bound
Pre-Disaster Phase				
1. Chain of commands during a disaster	4.21-5.00	23183(*)	0.0076	0.4561
	3.41-4.20	-23183(*)	-0.4561	-0.0076
	2.61-3.40	-33559(*)	-0.5766	-0.0946
	1.81-2.60	-0.11625	-0.7598	0.5273
2. Your designated Emergency Response Team	4.21-5.00	0.61818182	0.19562598	1.04073765
	3.41-4.20	0.10223237	-0.0082061	0.21267086
	2.61-3.40	-0.1726027	-0.5347676	0.18956213
	1.81-2.60	0.12090909	-0.3414238	0.58324194
3. Training, seminars, drills and orientation on disaster response	4.21-5.00	.26776(*)	0.0356	0.4999
	3.41-4.20	-0.19729	-0.417	0.0224
	2.61-3.40	-26776(*)	-0.4999	-0.0356
	1.81-2.60	-0.1209091	-0.5832419	0.34142376
5. Notification and communication procedure	4.21-5.00	.26508(*)	0.0528	0.4773
	3.41-4.20	-0.18274	-0.3779	0.0124
	2.61-3.40	-26508(*)	-0.4773	-0.0528
6. Stock piling of supplies and emergency requirements	4.21-5.00	.27441(*)	0.0284	0.5204
	3.41-4.20	-27441(*)	-0.5204	-0.0284
	2.61-3.40	-38058(*)	-0.6464	-0.1148
Disaster Phase				
8. Evacuation site	4.21-5	*0.42196	0.3248	0.5191
	3.41-4.20	-42196	-0.5191	-0.3248
	2.61-3.40	-1.01568	-1.1215	-0.9099
9. Triage categories	4.21-5	*0.54026	0.3906	0.6899
	3.41-4.20	-54026	-0.6899	-0.3906
	2.61-3.40	-1.09723	-1.2518	-0.9427

Phases of Disaster	Scale on Level of Awareness	Mean Difference	95% Confidence Interval	
			Lower Bound	Upper Bound
Disaster Phase				
10. Allocation of supplies	4.21-5	*1.06357	0.9367	1.1905
	3.41-4.20	-.45610	-0.5763	-0.3359
	2.61-3.40	-1.06357	-1.1905	-0.9367
11. Location of equipment for disaster management	4.21-5	*1.02404	0.9013	1.1468
	3.41-4.20	-.42663	-0.5399	-0.3134
	2.61-3.40	-1.02404	-1.1468	-0.9013
12. Earthquake responses	4.21-5	*1.14390	0.9518	1.336
	3.41-4.20	-.56396	-0.6271	-0.5008
	2.61-3.40	-1.14390	-1.336	-0.9518
13. Fire response	4.21-5	*0.44018	0.3385	0.5418
	3.41-4.20	-.44018	-0.5418	-0.3385
	2.61-3.40	-1.03874	-1.1498	-0.9277
15. Flash floods/flood response	4.21-5	*0.47765	0.1212	0.8341
	3.41-4.20	-.47765	-0.8341	-0.1212
	2.61-3.40	-1.00592	-1.3636	-0.6483
Post-Disaster Phase				
17. Standard Operating Procedure after a disaster	4.21-5	*1.06428	0.9284	1.2001
	3.41-4.20	-.50820	-0.6379	-0.3785
	2.61-3.40	-1.06428	-1.2001	-0.9284
18. Emergency staffing supplementation	4.21-5	*0.43117	0.1869	0.6755
	3.41-4.20	-.45851	-0.5957	-0.3213
	2.61-3.40	-1.00626	-1.1467	-0.8659
19. Cross checking of inventory of supplies	4.21-5	*0.84337	0.5455	1.1412
	3.41-4.20	-.54219	-0.7211	-0.3633
	2.61-3.40	-1.11156	-1.2938	-0.9293
20. Network and linkages with other facilities	4.21-5	*0.44283	0.3114	0.5742
	3.41-4.20	-.44283	-0.5742	-0.3114
	2.61-3.40	-1.02764	-1.1648	-0.8905

*significant at 0.05

All items in the Pre-Disaster Phase were found to have the most significant difference in the rank-and-file and administrators' level of awareness except for Item No. 4 on *Policies, guidelines, and protocols on disaster management* which revealed to be otherwise.

In the Disaster Phase, the difference on the level of awareness of respondents was established to be most significant on the eight (8) indicators except on (Item 14) *Bomb threat response* and (Item 16) *Gas (Oxygen/LPG) response* which were identified to have the least significant difference. All items in the Post-Disaster Phase were established to be the most significant. Findings in this regard only verified the considerable gap in the level of awareness between the administrators and the rank-and-file on almost all of the items on the Disaster Response Guide by the DOH, hence, an indication of the need for a more intensive orientation and disaster information management mechanism in the hospital under study.

Conclusion

The respondents' awareness level regarding the three phases of the disaster management plan as determined based on the weighted mean indicated that the response of "*I am informed, I fully understood*" is notable to the majority of the items in the three phases of the disaster management plan for administrator-respondents while the verbal interpretation of "*I am informed, I fairly understood*" is consistently predominant in all items in the three phases of disaster management plan for all rank-and-file employees.

The results revealed that there is a significant difference in the awareness level of respondents about the disaster management plan on all phases. Administrative employees have high awareness level in terms of information about disaster response and understanding of the disaster management plan compared to rank-and-file employees who are informed but just fairly understood the idea.

Furthermore, the findings are indicative that program enhancement should be carried out since all phases and areas in the disaster management plan were found to have high significant difference except on policies, guidelines, and protocols on disaster management, bomb threat response and gas (oxygen/LPG) response to improve the level of awareness of rank-and-file hospital employees. Information dissemination and how this information is delivered should be strengthened to ensure that they are well and extensively communicated.

Recommendation

Information drive to increase the level of awareness of hospital employees must be strengthened especially to rank and file employees. Corollary to this, rank and file employees must be well oriented on the existing policy in disaster management plan since they are not fully familiar with the disaster response preparedness concept.

Orientation and training on the different disaster phases

should be of primary focus in the disaster management program. They must be included as part of the disaster management plan. A thorough orientation on post-disaster response information should be given more attention.

The improvement of the disaster management plan must be pushed through with the primary purpose of allowing hospital personnel to be more aware of their responsiveness to disasters. Lastly, the need to evaluate further the extent of the effectiveness of disaster management plan should be carried out through more research and study.

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Faculty Research

Development of a Scale Measuring Aggression

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Abstract

The study aims to develop a new scale of measuring aggression which is more comprehensive and much relevant to young users nowadays. Aggression is a behavior that can result in physical, verbal and psychological harm to one's self and others. The study utilizes SPSS version 21.0 (IBM) to measure the internal consistency and bivariate analysis of data related to the variable being measured. The aggression scale was administered together with other validated and reliable measures of aggression which is the Buss-Perry Scale. The Pearson *r* was used as the main statistical tool along with the mean and standard deviation. The data were gathered through survey-checklist questions in the google form. The result of the items being measured on this scale was considered good and reliable. However, the scale is only given to 101 participants so the findings cannot be generalized. Additional respondents can make the results of the study more effective, convincing and valid. Nevertheless, the results provided preliminary evidence in support of the newly developed scale; and further studies are needed to replicate the findings and confirm the psychometric properties of the scale.

Keywords: Aggression (Physical/Verbal), Anger, Hostility, Adolescents

Introduction

One of the most common and destructive behaviors that adolescents face today is violence. Confronted with this challenge, schools have an especially important role in violence prevention because a large proportion of youth can be reached through schools, and violence is a problem that affects schools directly (American School Health Association, Association for the Advancement of Health Education, Society for Public Health Education, 1989). Also, early intervention with students who display aggressive behavior is important because they are at substantial risk for future violent behavior, delinquency, and school withdrawal (Kupersmidt & Coie, 1990). Many schools have implemented a variety of violence prevention programs to cut back violence among students. However, despite the numerous interventions and services provided, one of the problems in evaluating the programs is the lack of appropriate instruments for adolescents. It is for this reason that the researchers embarked on developing a scale to measure aggression.

In the context of developing a scale for aggression, distinguishing forms and functions of aggression are necessary. Forms refer to how the aggressive act is expressed, such as physical versus verbal, direct versus indirect, and active versus passive (Buss, 1961). Physical aggression involves harming others physically (e.g., hitting, kicking, stabbing, or shooting them). Verbal aggression involves harming others with words (e.g., yelling, screaming, swearing, name-calling). Relational aggression (also called social aggression) is defined as intentionally harming another person's social relationships, feelings of acceptance, or inclusion within a group (e.g., Crick & Grotpeter, 1995). Some examples of relational aggression include saying bad things about people behind their backs, withdrawing affection to get what you want, excluding others from your circle of friends, and giving someone the "silent treatment." Recent research revealed that social pain may even linger longer than physical pain (Chen, Williams, Fitness, & Newton, 2008). The different forms of aggression can be expressed directly or indirectly

(Lagerspetz, Bjorkqvist, & Peltonen, 1988). With direct aggression, the victim is physically present. With indirect aggression, the victim is absent. The form of aggression may also be described as either active or passive. With active aggression, the aggressor responds in a hurtful manner (e.g., hitting, swearing). With passive aggression, the aggressor fails to respond helpfully. In conclusion, the development of an instrument measuring aggression is instrumental in examining aggression in adolescents and how their responses affect their relationship with others. Therefore, the present study aimed to examine the psychometric properties of a new measure of aggression, which was developed based on different subscale and grounded in social learning theory. Though aggression is a highly researched topic that transcends traditional academic boundaries, the researchers would like to assess how these factors are related to Filipino adolescents.

Literature Review

Aggressive Behavior

The scientific study of

aggressive behavior was vulnerable for years because of different understandings of the word "aggression." In social psychology, the term aggression is generally defined as any behavior that is intended to harm another person who does not want to be harmed (e.g., Baron & Richardson, 1994). Aggression is understood as an external behavior that you can see. It is a highly researched topic that transcends traditional academic boundaries. It is studied not only by anthropologists, sociologists, criminologists, and communication scientists but also by social, personality, developmental, and clinical psychologists. More specifically, trait aggression describes individual differences in thoughts (e.g., hostility), emotions (e.g., anger), and behavior (e.g., Verbal and Physical Aggression) that are intended to harm another person. On one hand, violence, in social psychology, is aggression that has extreme physical harm as its goals, such as injury or death. It is then noted that violence is a subset of aggression and that all violent acts are aggressive.

Aggressive acts may also differ in their function. To

capture different functions or motives for aggression, psychologists make a distinction between reactive aggression (also called hostile, affective, angry, impulsive, or retaliatory aggression) and proactive aggression (also called instrumental aggression; e.g., Buss, 1961). Reactive aggression is "hot," impulsive, angry behavior that is motivated by a desire to harm someone. Proactive aggression is "cold," premeditated, calculated behavior that is motivated by some other goal (obtaining money, restoring one's image, restoring justice). Some social psychologists have argued that it is difficult (if not impossible) to distinguish between reactive and proactive aggression because they are highly correlated and because motives are often mixed (Bushman & Anderson, 2001).

Interventions

The earliest learning theory explanations for individual differences in human aggressiveness focused on operant and, to a lesser extent, classical conditioning processes. Operant conditioning theory, developed

by behaviorists such as Edward Thorndike and B. F. Skinner, proposes that people are more likely to repeat behaviors that have been rewarded and are less likely to repeat behaviors that have been punished. Classical conditioning theory, developed by Ivan Pavlov, on the other hand, proposes that through a repeated pairing of an unconditioned stimulus with a conditioned stimulus, the unconditioned stimulus eventually elicits a response similar to that elicited by the conditioned stimulus. Research showed that children could be taught to behave aggressively through positive reinforcement — adding pleasure (Cowan & Walters, 1963) or negative reinforcement — subtracting pain (Patterson, Littman, & Bricker, 1967). Furthermore, research revealed that children not only learn to behave aggressively, they also learn to discriminate between situations when aggression pays and when it does not. By the early 1960s, however, it became clear that conditioning by itself could not explain individual differences in aggression.

Theoretical Framework

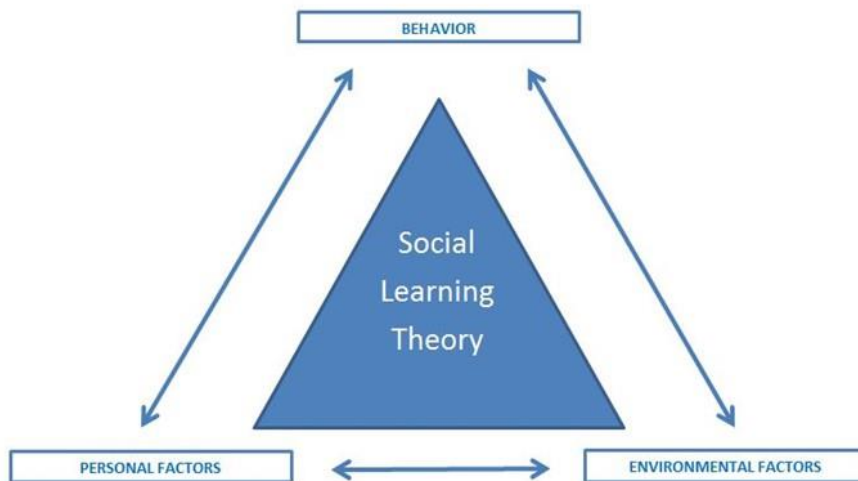


Figure 1. Social Learning Theory

The ground theory considered in the development of a scale measuring aggression is the *Social Learning Theory* of Albert Bandura (1977) as presented on Figure 1. In this theory, Bandura proposed that social behaviors, including aggression, could be learned through various personal and environmental factors such as observing and imitating others (i.e., via observational learning). An example of which is a classic experiment, children observed a film of an actor hitting a 'Bobo Doll' in several novel ways. The children later imitated the behavior in the absence of any classical or operant conditioning. Bandura

also developed the concept of vicarious learning of aggression and showed that children were especially likely to imitate models that had been rewarded for behaving aggressively. In social learning theory (later called social cognitive theory), Bandura hypothesized that the way people mentally construct their experiences is crucial. People may see one person hit another, but will also decide how competent they feel to do the same, and will make assumptions about what constitutes a normal way to respond when someone provokes you. In this way, making inferences about

observed aggression not only increases the likelihood of imitating it, but also expands the range of situations to which that response might be generalized (Bandura, 1986).

Research Methodology

Subjects and Locale

The researchers included young Filipino adolescents who were randomly selected with ages ranging from 13 to 25 with a mean age of (17.67). The total samples of 101 participants from different schools were obtained on the first administration of the questionnaire. The majority of the respondents were female consisting of 81.19% compared to males consisting of 18.81% only.

Research Instrument

The questionnaire used in this study was specifically developed from an item pool that contributed from an extensive review of literature on aggression. The instrument

items were developed based on social learning theory by Albert Bandura. The factors of the Aggression Scale are defined according to the content of the classified item. The items were categorized into four classifications developed from a model of aggression, physical aggression, verbal aggression, anger, and hostility. Initially, the aggression scale was developed using item-content methods with a set of 94 items from a theoretical model of aggression. There were 21 items for physical aggression, 26 items for verbal aggression, 20 items for anger and 27 items for hostility. Physical aggression, which involves harming others physically (e.g. hitting, kicking, stabbing, or shooting). Verbal aggression, which involves harming others with words (e.g. yelling, screaming, swearing, name-calling). Anger refers to feeling mad in response to frustration or injury. It can be the result of hurt, the pride of unreasonable expectations, or repeated hostile fantasies.

Hostility, on the other hand, refers to a state of ill will and bad feeling, where a person dislikes or hates someone or something else.

Validation of Instrument

The total items were sent to the panel of validators to review the item-content validity. The panel of validators consisted of 1 registered guidance counselor, 1 registered psychometrician and 1 psychology student as one of the intended test takers of the instrument. As suggested by Dunn (1999), responses of participants were evaluated qualitatively and quantitatively. All items that have been accepted by the validators were retained and some were revised making the construct to 65 items.

The face validation is also conducted, the items were evaluated and validated by two experienced professionals and one possible test taker to check its clarity, relevance, and difficulty of the construct. Also, the items were presented

in random order. The validators were requested to review the proposed test items based on its relevance, clarity, and difficulty. Additional comments from the validators were also asked by the researchers to make the items easy to understand.

And to investigate the construct validity of the scale, the aggression scale was administered together with other validated and reliable measures of aggression which is the Buss-Perry Scale. Buss-Perry Scale is among the most popular measures of aggression. It is a 29-item self-report Aggression Questionnaire designed to measure four dispositional sub traits of aggression such as Physical and Verbal Aggression, Anger, and Hostility.

Data Collection Procedure

The respondents were invited to participate in the online survey during their free time. The participants were asked to answer the questions

honestly and based on their own experiences. The researchers assured that their identities and responses will be confidential. The researchers also posted a consent form online indicating that they agree to participate in the survey before proceeding to questions.

Data Analysis and Statistical Techniques

The Statistical Package for the Social Sciences (SPSS) version 21.0 (IBM) was used to conduct the internal consistency and bivariate analysis of data related to the variable being measured is presented in Table 1. The internal consistency of the overall scale and subscales were measured by Chronbach's alpha coefficient. In this case, the acceptance criteria for item reliability were ≥ 0.70 . Nunnally and Bernstein (1994) have suggested that this is the minimally acceptable reliability in preliminary instrument-development research. And the SPSS version 21.0 (IBM) was also

utilized to check the relationship of the variable being measured. In particular, the Pearson r was used as the main statistical tool along with the mean and standard deviation.

Results and Discussion

Internal Consistency

As presented in table 1, for subscale 1 (Anger), the total reliability result is (0.905). All the 15 items in the subscale got a Cronbach alpha result ranging from .89-.91. The highest internal consistency falls on item #15 (I flare up easily). In subscale 2 (Hostility), a result of (0.861) Cronbach alpha result was generated for 23 items in the scale. All items in this scale received a higher score of (0.70). For subscale 3 (Physical Aggression), a rating of (0.805) was reflected. This means that the items in this scale were considered good and reliable. However, in subscale 4 (Verbal Aggression), a total of (0.396) was revealed which is lower than the set criteria for internal

consistency. Thus, this scale was automatically deleted to make the construct more reliable. Among the 4 subscales, the scale of Anger got the highest reliability score. This suggests that scores

of the respondents in the anger scale are consistent with one another. Furthermore, the result of the computation suggested that 3 subscales are reliable and only one scale is inconsistent.

Table 1: Cronbach Alpha Result for Internal Consistency

SUBSCALE	NO. OF ITEMS	CRONBACH ALPHA
Anger	15	0.905
Hostility	23	0.861
Physical Aggression	16	0.805
Verbal Aggression	11	0.396
TOTAL	65	

Correlation Analysis

Table 2 summarizes the item means, standard deviations, and item-total correlations for the aggression scale based on data from the whole sample. The above table shows the obtained r-value on the relationship of the aggression construct and the Buss-Perry Scale. The overall computed correlation coefficient of (0.771) signifies a moderate-high correlation between variables. The computed value is significant at (0.01) alpha level. There is a

positive correlation between the variables. This implies that a high score in the Buss-Perry Scale would also mean a high score in the newly constructed aggression scale. A respondent who got a high score in the Buss-Perry Scale would likely to get a high score in the newly constructed aggression scale. Furthermore, the two constructs received almost equal mean scores with a slight difference of (0.27). This reveals that the average responses from the two variables are almost the same.

Table 2. Coefficient Correlation Result of Aggression Scale with Buss-Perry Scale

VARIABLES	COEFFICIENT OF CORRELATION	LEVEL OF SIGNIFICANCE	MEAN	STANDARD DEVIATION
Physical Aggression	0.523	0.01	2.94	0.63
	(moderate correlation)		2.08	0.80
Anger	0.653	0.01	2.89	0.73
	(moderate high correlation)		2.37	0.76
Hostility	0.715	0.01	2.77	0.63
	(moderate high correlation)		2.85	0.57
Aggression Scale	0.771	0.01	2.4934	0.59218
Buss - Perry Scale	(moderate high correlation)		2.7654	0.62874

Table of Correlation

r	Indication
± .80 - above	high correlation
± .60 - ± .79	moderate high correlation
± .40 - ± .59	moderate/average correlation
± .30 - ± .39	low correlation
± .29 - ± .below	negligible correlation

Among the three subscales of aggression, hostility got the highest correlation of (0.715) which signifies moderate-high correlation. The highest correlation level implies that the responses of the participants on the two construct are most likely to be the same, especially on "hostility" scale. Anger scale

also got a moderate-high positive correlation of (0.653) while physical aggression received the lowest relationship of (0.523), but still significant at (0.01) alpha level.

Developed Scale of Aggression

The developed and validated new scale to measure

aggression is 46 – items from 65 – items which are presented in Table 3. The findings provided preliminary support for the proposed variables, the reliability, and the construct validity of the scale. The moderate-high and positive correlation found on the

aggression scale supported the construct validity of the new formulated aggression scale. In terms of internal properties of the scale, the new aggression scale showed high internal consistency, indicating that the scale is reliable and the items do measure the same construct.

Table 3. Developed Aggression Scale

	5	4	3	2	1
1. I am easily annoyed with not very important things					
2. I feel like a bomb that is all set to blast any-time.					
3. I am a quarrelsome type of person according to my family and friends.					
4. I am a controlled person.					
5. I clench my fist to hold my temper.					
6. I always show my frustration.					
7. I am a hot-headed person.					
8. It bothers me when someone is ignoring me.					
9. I throw out things when I'm mad.					
10. I usually resort to physical violence when I am angry.					
11. I use physical violence to express my anger.					
12. I flare up easily.					
13. I get into physical fight because I got angry.					
14. I get angry at times for no reason at all.					
15. I do not let myself to be affected easily by unbearable things.					
16. I don't like it when someone proves me that I am wrong.					
17. I kick someone when I get into a fight.					

	5	4	3	2	1
18. I usually get into physical fights more than the average person.					
19. I feel like people are laughing behind my back.					
20. I feel bad when I am embarrassed in public.					
21. I let annoyance show when I am dissatisfied or frustrated.					
22. I am sensitive to other people's feelings.					
23. I don't like it when people compare me with others.					
24. I feel uncomfortable when someone disapproves with my opinion.					
25. I like it when someone praises/admires me.					
26. I push or shove others when I am annoyed.					
27. I don't mind if people won't agree on what I'm saying.					
28. I am so distrustful at times that I can't think of anything else.					
29. I feel uncomfortable when someone is better than me.					
30. I am angry most of the time.					
31. I often burst in anger when frustrated.					
32. I never hit someone who disagrees with me.					
33. I do not let strangers come near me.					
34. I have tendency to hit someone when provoked.					
35. I get angry at times for no reason.					
36. I feel like physically hurting others help me solve a problem.					
37. I feel bitter about things in my life.					
38. I feel uneasy when others talk behind my back.					
39. I am a friendly person.					
40. I feel threatened when I get criticized by others.					
41. I physically attacked someone during an argument.					
42. I am an impulsive person.					

	5	4	3	2	1
43. I usually get angry when someone get in my way.					
44. I am a calm person.					
45. I try to protect myself through physical means.					
46. If somebody hit me, I get even					

Legend:	5 – Completely like me	2 – A little like me
	4 – Very much like me	1 – Not at all like me

The items under *Verbal Aggression* were removed, such questions include; (1) I usually say what I mean without hesitation, (2) people tell me that I am quite argumentative, (3) I use profane language every time I am mad, (4) I can't control my urge to curse someone, (5) I did not answer back when I am confronted by others, (6) I just walk away during confrontation, (7) I can call people bad names when I get angry, (8) I openly tell that I am annoyed with them, (9) I curse people who are against me, (10) I easily burst out bad words when I am annoyed, and (11) I usually confront others when I dislike their ideas.

Some items under *Anger* were also removed, such

questions include; (12) I usually resort to fighting when I am angry, (13) I feel irritated when I am talking with people who are against me. And items under Hostility are questions on (14) I always doubt others kindness towards me, (15) I wonder if people are really sincere with their actions, (16) It's difficult for me to trust people, and (17) I trust people easily. Lastly, on Physical Aggression are questions on, (18) I fought back when someone hits me and (19) I threatened to hit or hurt someone when I am angry.

Recommendation

The scale is only given to 101 participants and so the findings cannot be generalized. Additional respondents can

make the results of the study more effective, convincing and valid. Though the researchers made use of appropriate statistical techniques, the research could have more in-depth if the study added other methods like an interview that can substantiate the participants under study. Notwithstanding the limitations of the study, the results provided preliminary evidence in support of the newly developed scale. Nevertheless, further studies are needed to replicate the findings and confirm the psychometric properties of the scale.

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