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Editors' Note

Greetings in the name of academic excellence!

It is my pleasure to welcome you to the latest issue of the CASS Faculty Journal. This edition reflects the depth, diversity, and dynamism of scholarship within the College of Arts and Social Sciences. The contributions featured here demonstrate not only rigorous academic inquiry but also a strong commitment to addressing contemporary social, cultural, and intellectual challenges. From theoretical explorations to applied research, our faculty continue to advance knowledge in ways that meaningfully impact both local and global communities.

I would like to extend my sincere appreciation to all authors for their dedication. The quality of this journal is a testament to your expertise, collegiality, and commitment to academic excellence. As we continue to strengthen our research culture, I encourage faculty members to collaborate across disciplines, mentor emerging scholars, and pursue innovative projects that push the boundaries of our respective fields.

The CASS Faculty Journal remains a platform for showcasing such work and fostering scholarly dialogue. Thank you for your continued support and contributions. I look forward to the exciting research endeavors that lie ahead.

Assoc. Prof. Anna Maria Soccorro Y. Coloma
Editor-in-Chief

Asst. Prof. Nerissa S. Olarte
Asst. Prof. Maria Fermina Joyce C. Nucum
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CASS FACULTY RESEARCH JOURNAL

The TSU CASS Faculty Research Journal · VOLUME 1

AWARENESS, ACCEPTABILITY, AND PERCEPTION OF THE BA COMMUNICATION PROGRAM STAKEHOLDERS ON TARLAC STATE UNIVERSITY VISION, MISSION, GOALS AND OBJECTIVES

A research by **Manzano, Brendalyn A.**

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ABSTRACT

This study assessed the English language proficiency of English Language Professionals (ELPs) in the ESL workplace context of Tarlac, utilizing a multiple-choice test benchmarked against international standards. Participants, drawn from regional public institutions via purposive sampling, were predominantly female educators. Results revealed varying proficiency levels, with a notable prevalence of elementary English among participants. The study discovered no significant correlation between proficiency and the ELPs' age or work experience. It highlights a pressing need for tailored language training programs, particularly in non-academic sectors, to bolster proficiency and ensure effective workplace communication, which is pivotal for global competitiveness and professional advancement.

INTRODUCTION

The main characteristic of quality in a school begins with having its Vision, Mission, Goals and Objectives clearly defined. The vision of an academic institution tells what the school hopes to become in the future. The program objectives “are broad statements that describe the career and professional accomplishment that the program is preparing the graduates to achieve within a prescribed number of years of graduation. These objectives are based on the needs of the program constituencies” (Peliciano, 2016).

The VMGO plays a key role in the AACCUP accreditation survey of ten (10) important factors. Quality excellence is a priority for academic institutions in the Philippines because the Accrediting Agency for Chartered Colleges and Universities (AACCUP) ensures that they connect their activities to their VMGO. A VMGO becomes effective when its communication and awareness among everyone are effective. This leads the researchers to look into how in-depth stakeholders are with the university’s VMGO and to find out their impressions and ratings of it. Therefore, from the reviewed activities, it is clear that they fit the university’s goals and values, making it easier to serve its stakeholders as planned in the VMGO.

Tarlac State University (TSU) operates according to its VMGO. Trying to be a leading university in the world, known for excellence in science and technology, by carrying the three primary functions required by the Philippine law: teaching, research and community services. Its mission is to create strong and empowered people who support responsive global learning, advanced and reliable research, inclusive and relevant community programs and projects that are sustainable and environmentally friendly. Consequently, TSU works towards being a top teaching university by employing skilled staff, promoting progress in science and technology and developing more partnerships and growth in the community with sector partners in both the local and global community.

Tarlac State University core values are Truth in words, action and character; Service with excellence and compassion; and Unity in Diversity.

The College of Arts and Social Sciences (CASS) was established on November 21, 2000, through Board Resolution No. 64, s. 2000. Since its inception, CASS has continued to support the academic mission of Tarlac State University by serving ten other colleges through the provision of General Education (GE) courses. Those include key areas in social sciences along with other important subjects needed for job preparation.

CASS provides two main services. First, it offers required courses in GE subjects that are open to all undergraduates, regardless of what they study; and second, it offers academic programs in undergraduate degrees. These include the Bachelor of Arts in Psychology, Bachelor of Arts in Communication, Bachelor of Arts in English Language Studies, and Bachelor of Arts in Human Services.

In the College, there are plenty of opportunities for students and teachers to carry out research and a broad variety of courses in humanities and science. Such additional opportunities for research and professor's interaction make the curriculum in CASS considerably different from other programs.

The College of Arts and Social Sciences (CASS) aims to create well-rounded students who can communicate well in languages, handle social science topics and study philosophy. The university strives to develop students who have strong abilities in their field and can compete globally, serve as ethical leaders and help improve their society.

As a service college, CASS provides foundational instruction in the arts, languages, social sciences, and philosophy to support the academic programs of other colleges within the university.

It also seeks to develop skilled professionals in psychology who can meet the demands of educational, industrial, and clinical settings; to produce communication arts graduates who can respond effectively to the challenges of an ever-changing global environment; to train socially responsible community developers who can serve as catalysts for meaningful change; and to foster students' scientific and critical thinking abilities in research, while promoting a strong sense of volunteerism and community engagement through extension activities.

Through the Bachelor of Arts in Communication, students study the importance of media in society, as well as choosing one of the following main areas: journalism, broadcast operations and productions, organizational communication, public relations, visual communication as well as advertising.

BA Communication graduates should pursue work in professions such as Broadcast Journalism, Public Relations, Corporate Communications, Customer Service, Media Affairs, Advertising, Promotions and related fields. They must show the ability to analyze and communicate with people in various cultural, social, public and professional settings, helping shape change that values every opinion.

They must have the ability to influence change in these systems through respectful, inclusive and encouraging ways of talking to people. Moreover, individuals who have completed this program will be able to speak, write and communicate through technology while solving demanding communication challenges using creative combinations of media and approaches. They will equally be capable of connecting with others in the community and at work and using their communication abilities in real jobs while expanding their knowledge as time passes.

According to the researchers conducting this study, it will deliver useful information on the awareness, acceptability and perceptions of the BA Communication program stakeholders about the VMGO of Tarlac State University. In addition to this, if the results meet its standards set by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), thereby they will contribute to meeting the AACCUP's requirements and will help maintain and foster scholarly excellence at Tarlac State University.

STATEMENT OF THE PROBLEM

This study examined the level of awareness, acceptance, and perception of the BA Communication program stakeholders' regarding the Vision, Mission, Goals, and Objectives of Tarlac State University. Specifically, AB Communication program stakeholders regarding the Vision, Mission, Goals, and Objectives of Tarlac State University. Specifically, it seeks to answer the following questions:

- What is the level of awareness of BA Communication stakeholders on the vision, mission, goals, and objectives of Tarlac State University, the College, and the BA Communication program?
- How aware are BA Communication stakeholders of the methods and channels through which the vision, mission, goals, and objectives of the university, college, and BA Communication program are disseminated?
- What is the extent of BA Communication stakeholders' understanding and acceptance of the vision, mission, goals, and objectives of Tarlac State University, the College, and the BA Communication program in terms of clarity and consistency?
- What is the perception of BA Communication stakeholders regarding the vision, mission, goals, and objectives of Tarlac State University, the College, and the BA Communication program?

This studydetermined the level of awareness, acceptability and perception of BA Communications students and other stakeholders' regarding to Vision, Mission, Goals, and Objectives (VMGO) of the Tarlac State University (TSU), the College of Arts and Social Sciences (CASS), and the BA Communication program for academic year 2024–2025. This study explores and analyzes students' complete familiarity with the VMGO of the university, college, and department as well as the methods and channels to which the VMGO are disseminated. The research study evaluates the level of acceptance and how it matches the VMGO framework with the academic objectives as BA Communication students.

The study was also delimited to the viewpoints of the BA Communication students along with their parents or guardians being the stakeholders of Tarlac State University. Furthermore, the faculty members who deliver the program along with alumni and industry partners will not be included for direct study participation.

The study delimited its research scope to the physical facilities of Tarlac State University where gathered data exclusively reflects the active student population at this specific academic location. The data collection period is scheduled for a specific time frame during the second semester of academic year 2014-2025 because these targeted timelines represent how perceptions and awareness levels evolve between the past and current Vision, Mision, Gaols, and Objectives of the university. Moreover, the research excluded any exploration of formal documentation development history as well as undocumented program guidance which could exist outside official records.

SIGNIFICANCE OF THE STUDY

The research findings generated essential value to various stakeholders including Tarlac State University personnel together with members of the academic community. Knowledge of undergraduate students of Bachelor of Arts in Communication and their parents/guardians regarding Tarlac State University, CASS, and BA Communication Program's Vision, Mission, Goals and Objectives (VMGO) play as essential information to advance strategic planning and increase institutional performance. This study will be significant to the following:

To the Commission on Higher Education (CHED), the findings of the study will be of great value to CHED in evaluating complex stakeholder participation processes. The academic field's universities construct their fundamental operations framework using the VMGO model. The operational worth of this framework depends heavily on stakeholder response studies along with their comprehension of implementation procedures. Through systematic stakeholder studies the research investigates undisclosed issues and practical consequences that emerge during institutional value deployment and strategic objective execution. A complete evaluation of stakeholder involvement methods exists within higher educational settings through this investigation. The study develops fresh understanding in stakeholder engagement research by measuring reactions of stakeholders to institutional values. The investigation deepens our understanding about stakeholder interpretation of institutional goals during their alignment process toward better college management practices.

To the Administrators and Leaders, the result of this study would directly benefit Tarlac State University administrators together with its leadership structure. A systematic assessment of important stakeholder VMGO understanding and alignment with institutional mission and goals will provide the university with better insights into its communication approaches. Student administrators can create targeted awareness programs by analyzing misinterpretations of the VMGO to develop specific initiatives which both educate and unify the institution. A better institutional identity together with greater stakeholder engagement leads to united strategic pursuit by the university.

To the Administrators and Professors/Instructors of BA Communication Program College of Arts and Social Sciences, the result of this study will help ensure student engagement and comprehend student perceptions of the university's VMGO along with its connection to the BA Communication program. Lack of awareness about or disagreement with the guiding principles of the university may reduce student engagement with institutional culture while affecting their dedication to program-specific targets that normally should align with university VMGO. The research findings will generate valuable input to help develop programs and student orientation programs and communication strategies that match the needs and viewpoints of BA Communication undergraduate students and their parent or guardian participants.

To the Students. who represent the primary group receiving educational services at the university will benefit from the research findings.

This research provides students with a space to express their opinions about university guidance principles which supports development to student-oriented management and academic content creation processes. The data will help the university improve accessibility and relevance of the VMGO to its students and enhance their academic and personal growth while boosting their connection to the institution.

And lastly to the Future Researchers, the result of the study will serve as a springboard for future researches.

REVIEW OF LITERATURE AND STUDIES

- **STAKEHOLDER AWARENESS AND ACCEPTANCE**

Success in educational alignment depends on the stakeholder's understanding as well as reception of institutional Vision, Mission, Goals, and Objectives or also known as the VMGO.

The research conducted by Laurente (2019) at Leyte Normal University demonstrated that stakeholders show both awareness and acceptance with regards to their university's VMGO. Internal stakeholders who belong to administrative positions and teaching staff showed a better understanding of Institutional Vision and Mission compared to the external stakeholders. The usage of posters and billboards together with leaflets serve as the main distribution channels for the University's Vision and Mission along with the College of Arts and Sciences' goal and specific program objectives. Several dissemination methods used by the university included meetings along with training sessions while the flag ceremony united with class discussions to deliver the VMGO. The extensive dissemination activities lead the stakeholders to better understand and positively view the VMGO through findings that established clear and consistent statements which align and match educational practices.

The combination of well-rounded visual materials along with institutional routines improves the engagement among the stakeholders with the VMGO. Thus, the strategies presented here can provide a reference point when the BA Communication program at Tarlac State University reviews understanding and dissemination of its VMGO.

In line with this, Gomez and Basco (2022) evaluated the awareness levels and acceptability ratings among the stakeholders with the Teacher Education Department of Cavite State University.

The study revealed that stakeholders from inside and outside the organization recognized and supported the VMGO because of the institution through various media platforms. Thus, the research showed a solid agreement from the stakeholders with regards to how clearly the VMGO defines its relationship with both university policies and curriculum assignments.

This suggests that the combination of effective media utilization strategies and VMGO academic integration support wider understanding from multiple organizational stakeholders. The BA Communication program at Tarlac State University should evaluate how well their VMGO appears in educational policies as well as in contemporary instructional platforms.

However, another finding states that the students at Isabela State University's College of Criminal Justice Education showed high awareness and acceptance of the VMGO with 80% of the respondents according to the study of Lancusay et al. (2024). The university's dedicated communication strategies used as a foundation to develop student institutional identity confirmed how strategic information sharing builds strong institutional awareness. Therefore, this implies that long-term accessible communications demonstrate the importance of maintaining essential institutional principles for all members of the stakeholders.

The research outcome proves that strategic and unified messaging increases stakeholder engagement success. The BA Communication program at Tarlac State University should develop long-term student focused communication approaches to enhance stakeholder connection and improve their understanding of program VMGO.

On the other hand, research conducted by Galbo et al. (2024) evaluated the dissemination strategy performance for VMGOs at Bohol Island State University (Candijay Campus). The research showed students and alumni from the university possessed different levels of knowledge and acceptance as well as with regards to the understanding of the institution's VMGOs. Study findings showed that prolonged students' time spent at the university results in increased VMGO awareness along with more positive acceptance levels. The mindfulness about university mission and vision shows maximum strength with alumni who engaged in academic activities related to VMGOs and spent additional time interacting with their meaning.

The study confirmed the high effectiveness of the university's VMGO since it was developed collaboratively with essential representatives and achieved broad stakeholder awareness. Students along with faculty members together with administrative staff synchronize their endorsement of the VMGOs with parents and alumni and additional stakeholders.

The strategic plan of the university derived its content from these established goals to show effective connectivity with the needs of the local community and provincial and national requirements. The research revealed that maintaining active visibility of the VMGO remains crucial to its success for all related stakeholders.

The research demonstrates that long-term engagement along with collaborative development enables the stakeholders to become knowledgeable and accept VMGO. Long-term exposure along with inclusive planning helps BA Communication students at Tarlac State University develop stakeholder alignment with institutional goals.

Delivering the Vision, Mission and Goal of the Organization (VMGO) regularly helps stakeholders feel encouraged to support the university's achievements, says Galbo et al. These researchers pointed out that steady assessment is important to help every stakeholder grasp the VMGO and take part in its implementation. implementation process. Experts recommended that the university build stronger connections between public and private organizations and add other relevant bodies to the discussions to achieve a bigger impact.

Keeping VMGO's communication successful means that stakeholders and employees are regularly reached out to. Regular evaluation of how stakeholders are involved and forming new connections with partners can make the VMGO's help and support last longer for Tarlac State University's BA Communication program.

In addition, Rañeses (2020) found that the university discovered that VMGO is widely acknowledged and recognized by the nursing community. Public awareness increased through the combination of publicity materials which included printed posters and flyers along with information education communication materials and social media. Thus, additional alumni tracking methods together with community engagement enhancement would operate to establish stronger VMGO alignment as it was suggested according to the study findings. In addition to this, deepening external relations represents a key requirement for achieving complete institutional integration because printed and digital materials alone are effective.

The study proves that effective awareness building happens through printed and digital materials, yet deeper engagement with alumni together with better external relationships will bring a complete alignment to VMGO. By implementing community involvement programs and incorporating alumni participation the BA Communication program of Tarlac State University can boost the VMGO alignment with its key stakeholders.

Moreover, Usman and Alim (2024) showed that stakeholders demonstrated both high awareness and substantial acceptance of the VMGO. A successful implementation of the VMGO required a sustained dissemination program which integrated meetings along with forums and the documentation of the VMGO on multiple platforms. More importance was pointed out by the study for feedback collection which sustains stakeholder engagement while maintaining institutional goals that stay relevant to community needs. Using ongoing communication helps organizations understand the input from their stakeholders and achieve their mission to a higher degree. Having both staff and stakeholders openly communicate new requirements ensures the curriculum of the institution evolves as needed.

Maintaining effective and relevant operations of the VMGO relies on having constant interactions and feedback. Consequently, the TSU BA Communication program could combine and apply a structured feedback process with many disseminations approaches to ensure all stakeholders are aware of the programs and are accepting them.

Additionally, the perception of stakeholders regarding their responsibilities at the university depends heavily on how aware they are about the Vision, Mission, Goals, and Objectives (VMGO) framework of the institution. The research conducted by Ghanad (2023) demonstrated that private and public university students saw their mission and vision as compelling driving forces that gained their active institutional awareness. The current research then finds support from this study since stakeholders who understand the VMGO demonstrate relatedness to university values and conduct standards when the statements remain straightforward and accessible with consistent institutional communication and leadership support.

- **DISSEMINATION STRATEGIES AND EFFECTIVENESS**

An organization needs effective dissemination strategies to communicate its Vision, Mission, Goals, and Objectives (VMGO) to every stakeholder group. These strategies work to expand awareness along with understanding and receipt of institutional values and goals thus promoting alignment between faculty staff and students. The success of these communication strategies depends on how wide and interesting the method selection is because this ensures that meaningful and significant messages reach every important audience.

The authors Garcia et al. (2021) conducted research on President Ramon Magsaysay State University's methods of spreading their Vision, Mission, Goals, and Objectives (VMGO). Through their research, it is found out that President Ramon Magsaysay State University spread VMGO information across different channels such as publicly displayed materials and event-based orientations and classroom discussions. The current dissemination methods successfully raised stakeholder understanding but researchers pointed out that workshops combined with discussion forums would create better student and staff engagement regarding the university's objectives.

The research team endorsed implementing a massive information dissemination initiative which would utilize various media outlets to explain both the updated vision statement alongside the institutional mission as well as the goals and objectives of teacher education programs. The strategy includes social media platforms in addition to infographics together with radio and cartoons and the posting of tarpaulins in strategic locations and video clips. The university invites its stakeholders to join the implementation process of achieving their designated outcomes and mandates.

The study demonstrated that the research results provide value for developing educational policies. During flag salutes, it is suggested that the university should introduce an obligatory spoken recitation of university vision and mission statements to promote their importance. The educational targets and achievement objectives within every building space and all classroom walls need to be displayed for continuous awareness. Lastly, the official letters and documents of university should display the VM statement through inclusion in their footer to reach more people.

The study of Garcia et al. (2021) proves that VMGO requires multiple communication approaches including physical items alongside multimedia methods to boost stakeholder connection. With this, the BA Communication program at Tarlac State University may incorporate multiple platforms together with stakeholder interaction to develop stronger connections between participants and their program vision and purpose.

Nonetheless, Limama et al. (2025) investigated the way the VMGO expanded through digital methods and institutional activities at Davao del Norte State College. According to the study, Davao del Norte State College shared students' results by using the post office and digital methods with social media and email.

The Through using both digital and more traditional ways of communicating, the university made sure all audiences understood and recognized VMGO. With its online platforms, the university connected with people who often did not come to campus events and made their VMGO a success. strategies to increase whom they communicate with

The results showed that students and staff experienced the VMGO in new ways with digital tools, yet these tools did not lead to strong personal relationships between them and the VMGO. The university should make its information more interactive to get better results from its students. These interactive platforms serve as space for students and staff stakeholders to take direct part in discussing VMGO content and obtaining answers about its purpose relative to their routines. The university can transform awareness into active participation by introducing participatory methods which will deepen mission and vision understanding while involving stakeholders at higher levels. The establishment of interactive platforms between stakeholders and the VMGO will develop a stronger active alignment with the university's goals.

The findings from this research align with previous studies show how interactive digital communication methods can strengthen stakeholder connections to institutional values which provide beneficial recommendations for BA Communication at Tarlac State University to develop their dissemination strategies.

The research conducted by Capdos (2024) analyzed public outreach and community engagement alongside their importance in achieving institution-wide missions, especially the VMGO. The study showed that university involvement in community outreach together with active participation in events proved essential for enhancing the spread of VMGO throughout the university community. The stakeholders who took part in university events developed better personal connections to university vision and mission thus helping them understand the institutional values better. The VMGO became more relatable to stakeholders through direct engagement which also developed stakeholder empowerment because stakeholders could understand how their actions matched the university's overall objectives.

The research conducted by Capdos (2024), encourages institutions to maintain community engagement strategies for VMGO distribution because such methods provide concrete examples and foster stronger emotional ties with institutional values. Participation in programs connected to the VMGO helps stakeholders see how values contribute to their personal growth along with their professional development.

University stakeholders developed stronger commitment to their involvement with regards to the university-initiated programs. The research established the need to build a participatory environment through which university stakeholders join directly with administrators to achieve vision and mission alongside with the goals and objectives that meet their success.

The present study benefits from Capdos (2024) who emphasizes the importance of community engagement methods which raise the VMGO awareness together with stakeholder emotional involvement. Participation-based strategies help strengthen institutional goals and values which justify the present research that aims to examine how BA Communication stakeholders at Tarlac State University perceive awareness and acceptability.

- **DISSEMINATION STRATEGIES AND EFFECTIVENESS**

Institutions understand that their VGMO's success requires proper adoption and daily application by the program participants. The VGMO implementation benefits from different studies which demonstrate that orientations and curriculum integration techniques together with performance assessments and active engagement of the program achieves stakeholder adherence to institutional standards, making the VGMO authentic in both academic and professional settings.

The study of Usman and Alim (2024) investigated VGMO standard adherence practices at the College of Business and Public Administration within the Cotabato State University. Through consistent orientation programs together with seminars and stakeholder meetings the VGMO reinforcement became successful across different university community levels. Stakeholders received instruction which introduced them to the institutional mission alongside their responsibilities to fulfill it leading to better compliance with university standards.

- **ADHERENCE AND ALIGNMENT WITH INSTITUTIONAL STANDARDS**

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This study suggests that having regular combined with stakeholder interactions creates better VMGO standard compliance. In which, it supports the present study's argument about how stakeholder engagement builds both awareness and alignment within the institution.

Capdos conducted a 2024 study at the School of Criminal Justice and Public Safety which demonstrated how stakeholders surveyed their VMGO compliance by following institutional protocols particularly in academic, training, and professional development work. VMGO principles became integrated into academic curriculum along with staff evaluation systems and institutional projects thus sustaining uniform adherence to institutional standards. According to the research, the integration of the curriculum produced initial standardization, but stakeholders showed limited active participation. The researchers suggested active engagement methods including interactive workshops and open discussions together with staff-driven events to make people internalize the values better. Implementing these methods would help stakeholders develop a deeper grasp of institutional goals and create better personal bonds between stakeholders with regards to the mission and vision.

The research conducted by Capdos (2024) showed that standardization was achieved through incorporating VMGO principles in both curricula and institutional practices. However, it displayed a minimal participation from stakeholders. The study validates the present research investigation as it emphasizes developing participatory methods to enhance stakeholder understanding and acceptance of organizational values and mission objectives.

Slamet et al. (2024) investigated the influence of higher education mission and vision on academic services in Indonesian Institutions through their analysis of governance and human resource management. The institution's clear mission and vision enables them to influence academic service quality by implementing effective governance structures and competent human resources management systems. Institutional goals achieve strategic management practices by means of governance systems combined with capable and motivated faculty and staff members responsible for service delivery. Combined strategic vision with governance and HR development leads to improved service quality and better institutional effectiveness according to the study.

The research findings indicate that mission elements need to be incorporated into management systems and workforce structures at the same level as the mission statement. The presented research backs up the present study's findings which demonstrate that operational VMGO alignment demands systematic implementation of strategic aspects within organizational systems to monitor full adherence and operational functionality in academic organizations.

The evaluation by Dagdag et al. (2023) at Isabela State University's College of Education demonstrated how VMGO implementation in educational activities successfully held the attention of the teaching staff and student community to university values. The study maintained that curricular innovation along with permanent faculty development programs are essential factors to sustain VMGO principles across time span. The university stakeholders need to actively distribute and execute the defined vision and mission objectives according to the recently authorized strategic plan. The researchers proposed both developing innovative organizational culture and developing faculty members through educational programs to maintain long-term commitment to the university's vision and mission.

With this study, it claims that curriculum improvement together with faculty programs help stakeholders connect with university's VMGO while ensuring sustainable long-term commitment through active collaboration. The present research benefits from this finding since it demonstrates the necessity of maintaining stakeholder engagement and strategic VMGO principle implementation for enhancing institutional values, acceptance and stakeholder understanding.

On the other hand, the 2024 study conducted by Niala and Pascual demonstrates that academic monitoring as well as student feedback and periodic evaluations serve as key instruments to maintain academic and operational activities at ISU-CBAPA consistent with its VMGO. The institution hosted regular review sessions to help students maintain standards set by the institution. The study results showed strong agreement between college VMGO and academic strategies which demonstrates that the institution advances efficiently toward its strategic goals. The study's participants indicated that the institution could achieve better results through competencies development and research growth and employment readiness by refining current strategic programs and actions.

– The authors underscored that refining these elements will support student needs and be instrumental for the university to achieve its future objectives.

The research demonstrated the value of academic monitoring together with student feedback and periodic evaluations to keep activities in academic operations aligned with VMGO institutional directives thus supporting the findings of this present study through evaluation and providing insights with regards to strategy enhancement to boost stakeholder engagement with institutional objectives and core values.

Oktarina (2024) looked at how Indonesian language teacher education courses include the Vision, Mission, Goals and Objectives in their teaching. According to her investigation, using VMGO principles in practicum activities greatly helped develop teachers who achieve academic success and share the school's values. With VMGO as their foundation, these field experiences improved both instruction and support for the ethical and professional standards established at the institution.

The study highlighted that using VMGO should be a part of every stage in teacher education such as course design, practice teaching, mentorship and assessment. Applying these ideas over time helped future teachers accept the school's principles which they put into practice later in their careers. Oktarina pointed out that continuous use of VMGO-based methods helps students in teaching keep working towards common values and professional growth in the future.

In addition, Oktarina (2024) mentioned that building strong relationships among staff and with students plays a vital role in making a learning environment prosper. Research by the author reveals that VMGO regulations guide individual work so that it fits the aim of the institution. Moreover, field experience courses that are designed to fit the needs of today's students helped teachers gain the needed skills and ethics.

The results highlight that teachers in training should experience VMGO principles as much as they learn about them. Oktarina discovered that for teacher preparation programs, embedding VMGO should start in undergraduate learning and continue in fieldwork, so that graduates are both effective teachers and fully committed to the principles of their institutions.

In essence, Oktarina's (2024) study demonstrates that using VMGO continuously benefits professionals, inspires them to act ethically and encourages them to contribute to their institution. According to literature, strong educational frameworks are needed to build teachers who support education aims and the major values of their school.

- **METHODOLOGY**

This research applied descriptive research methods to see how aware and how the stakeholders perceived the Tarlac State University's VMGO for the BA Communication program. It covers both the stakeholders' views about the clarity and consistency of the VMGO, its delivery and whether the stakeholders have a good understanding of it, as well as whether the stakeholders find it consistent with regards to the actions, procedures, plans, as well as functions.

Researchers used a Likert-scale type of questionnaire, addressed different stakeholders and calculated the results using the simple mean and then the weighted mean.

- **RESEARCH INSTRUMENT**

The AACCUP survey accreditation instrument, along with selected unpublished theses, dissertations, and professional literature from books, newspapers, and magazines, were used as references in developing the survey questionnaire. Both the college research chairperson and college also made some important comments and suggestions, all of which were considered during the process of revising the questionnaire for this study.

The instrument that was utilized in this study was a questionnaire survey checklist, which was divided into four sections. The first section focused on assessing the awareness level among the BA Comm stakeholders with regards to the VMGO of the university, as well as the college, and the BA Comm program. On the other hand, the second part of the survey tackled the BA Comm stakeholders' knowledge of how the VMGO of the university, college, and BA Comm program are shared. Meanwhile, the third section examined whether the stakeholders grasped and agreed with what is required from them as BA Comm stakeholders on the university, college, and the program. In the following part, the survey explored how the stakeholders viewed the VMGO of the university, college, as well as the BA Comm program.

The students in BA Comm along with their respective guardians received a link to the survey questionnaire. Permission from participants was asked for and was always voluntary, based on the institutional guidelines. A total of 85 parents or guardians and 536 students, comprising 71.6% of the total student population, actively participated in the survey questionnaire making them the primary respondents of this study.

Table 1. Shows the number of actual respondents

Year Level	Number of Enrolled Students Per Year Level	Actual turnout of BA Communication Respondents	BA Communication Parent/Guardian Respondents
1st Year	102	66	85
2nd Year	335	243	
3rd Year	229	166	
4th Year	79	60	
Total	**748**	**536**	

- **STATISTICAL TREATMENT**

Simple frequency counts, percentage distribution, and weighted mean methods were used by the researchers to examine and explain the data in this study. To present all the details, researchers displayed their findings in the shape of tables and figures.

The following statistical tools were employed to analyze and understand the collected data.

% = **F/N x100**

Where:

F = **Frequency Count**

N = **Total number of respondents**

% = **Percentage**

The following scale and interpretation were used to better explain the quantitative findings:

Table 2. Shows the interpretation scale for quantitative data.

Response	Mean	Awareness	Acceptance	Perception
4	4.00 to 3.50	Highly Aware	Greatly Accept	Strongly Agree
3	3.49 to 2.50	Aware	Accept	Agree
2	2.49 to 1.50	Least Aware	Slightly Accept	Disagree
1	1.49 to 1.00	Not Aware	Not Accept	Strongly Disagree

The stratified random sampling was used to ensure proportionate representation across various year levels of the Bachelor of Arts in Communication program under the College of Arts and Social Sciences (CASS). It was decided to use this type of sampling to recognize the difference in the number of students each year level as well as to ensure its complete representativeness towards the whole population.

- **RESULTS AND DISCUSSIONS**

To measure the success of a VMGO, everyone involved in an educational institution needs to recognize and grasp what it requires.

Table 3. Shows awareness on the VMGO

Statement	Mean		Weighted Mean	Verbal Description
	Parents (n=85)	Students (n=536)		
I am aware of the Vision and Mission of TSU.	3.22	3.22	3.22	Aware
I am aware of the Goals of CASS	3.02	3.02	3.02	Aware
I am aware of the Objective of BA Communication	3.05	2.98	3.01	Aware
Grand Mean	**3.10**	**2.08**	**3.08**	**Aware**

Table 3 describes the stakeholders' knowledge of Vision, Mission, Goals, and Objectives. Parents recognize the VMGO more than the students, according to their obtained mean values of 3.10 and 2.08, respectively. As the weighted mean is 3.08, this means stakeholders understand the VMGO. The results revealed that parents obtained a mean score of 3.10, interpreted as Aware, while students obtained a mean score of 3.08, also interpreted as Aware. The overall weighted mean of 3.08 indicated that stakeholders were generally aware of the VMGO.

Although both groups demonstrated awareness, parents showed slightly higher awareness than students. This finding is consistent with published studies on VMGO dissemination in higher education institutions, which indicate that external stakeholders such as parents often develop awareness through institutional engagements, orientations, and formal communications, whereas students' awareness levels depend largely on classroom integration and program-based reinforcement. Previous research further suggests that continuous integration of VMGO discussions in academic activities strengthens student awareness and institutional alignment.

The results revealed that parents had slightly higher awareness than students, and the overall weighted mean indicated general awareness among stakeholders. This pattern aligns with published studies showing that VMGO awareness among institutional stakeholders varies by group (e.g., parents vs. students) and is influenced by formal communications and engagement activities (Galbo, 2024).

Table 4. Shows the awareness of the stakeholders of methods and channels

Statement	Mean		Weighted Mean	Verbal Description
	Parents (n=85)	Students (n=536)		
I am aware of the VMGO are displayed in the bulletin boards/CASS Website/FB Page.	3.01	3.00	3.00	Aware
I am aware of the VMGO are printed in catalogs, manuals, and other materials.	2.87	2.79	2.83	Aware
I am aware of the VMGO are broadcasted in media and Website/FB Page/87.5 TSU Firefox Radio Station.	2.91	2.91	2.91	Aware
I am aware of the VMGO are widely disseminated to the different agencies, institutions, industry sector and the community.	2.83	2.81	2.82	Aware
Grand Mean	**2.90**	**2.87**	**2.88**	**Aware**

Table 4 describes the understanding of stakeholders regarding the distribution of the Vision, Mission, Goals, and Objectives. Parents have an average awareness with a score of 2.90 for dissemination of the VMGO; students have an average score of 2.87. From a weighted mean of 2.88, it indicates that the stakeholders understand how the VMGO is shared.

Parents obtained a mean score of 2.90, while students obtained 2.87, both interpreted as Aware. The weighted mean of 2.88 indicated that stakeholders were aware of how the VMGO was disseminated through bulletin boards, institutional websites, social media pages, radio broadcasts, and printed materials.

However, the relatively moderate mean scores suggested that dissemination practices could still be strengthened. Published analyses on institutional communication emphasize that visibility across multiple platforms—especially digital channels and media platforms—enhances retention and internalization of institutional goals. Studies further recommend strategic communication approaches, including repetition, participatory orientations, and curriculum integration, to deepen stakeholder engagement beyond simple awareness.

Stakeholders were aware of dissemination through bulletin boards, websites, social media, radio, and printed materials; however, moderate mean scores suggested room to strengthen visibility. Research on university information dissemination has found that multi-platform use (including websites, social media, and institutional broadcasts) improves reach and stakeholder interaction. Universities that strategically combine print and digital channels obtain better visibility for institutional messages. (Lund & Wang, 2020).

Table 5. Shows the understanding and acceptance of the VMGO by the stakeholders

Statement	Mean		Weighted Mean	Verbal Description
	Parents (n=85)	Students (n=536)		
I understand and accept the Vision and Mission of TSU	3.4	3.40	3.4	Accept
I understand and accept the Goals of CASS	3.32	3.34	3.33	Accept
I understand and accept the Objectives of the BA Communication	3.32	3.34	3.33	Accept
Overall	**3.34**	**3.36**	**3.35**	**Accept**

Table 5 presents the stakeholders' understanding and acceptance of the VMGO. Most parents, with a 3.34 score on average, reveal they understand and accept VMGO well. Students have an average score of 3.36 which indicates a comparable level of agreement. The overall weighted mean of 3.35 suggests that, collectively, stakeholders acknowledge and accept the dissemination of the VMGO.

Parents obtained an overall mean score of 3.34, while students obtained 3.36, both interpreted as Accepted. The overall weighted mean of 3.35 indicated that stakeholders understood and accepted the VMGO.

These results suggested a strong level of internalization. Published literature on organizational commitment in higher education indicates that understanding precedes acceptance, and acceptance strengthens institutional cohesion. When stakeholders comprehend the alignment between institutional goals and program objectives, they are more likely to support and participate in institutional initiatives. The findings implied that the BA Communication program effectively communicated its alignment with the broader institutional direction.

The average scores indicated that both parents and students understood and accepted the VMGO, reflecting internalization that often follows consistent messaging and curricular alignment; similar findings have been reported in institutional VMGO acceptability studies in higher education contexts (Dolipas, 2022).

Table 6. Shows the perception of stakeholders regarding VMGO's clarity and consistency.

Statement	Mean		Weighted Mean	Verbal Description
	Parents (n=85)	Students (n=536)		
The Vision clearly reflects what TSU envisions to be a globally competitive university recognized for excellence in sciences and emerging technologies.	3.35	3.35	3.35	Agree
The Mission clearly reflects what TSU commits to develop highly competitive and empowered human resources fostering responsive global education, future-proof research culture, inclusive and relevant extension programs, and sustainable production projects.	3.31	3.32	3.31	Agree
The Goals of CASS are clearly stated and are consistent with the Mission of TSU.	3.27	3.29	3.28	Agree
The Objectives of BA Communication are consistent with the Goals of CASS.	3.29	3.30	3.29	Agree
The BA Communication Objectives clearly state the expected outcomes in terms of producing scholar graduates with both academic knowledge and professional skills for integrated mass media and new media.	3.28	3.29	3.28	Agree
The BA Communication Objectives clearly state the expected outcomes in terms of enhancing the cultural diversity and communication sensitivity of students through a variety of communication activities and curriculum offerings.	3.29	3.30	3.29	Agree
The BA Communication Objectives clearly state the expected outcomes in terms of producing and delivering content across oral, written, virtual, and mediated formats.	3.31	3.32	3.31	Agree
The BA Communication Objectives clearly state the expected outcomes in terms of foster strong partnerships within their professional fields and local communities.	3.30	3.32	3.31	Agree
The BA Communication Objectives clearly state the expected outcomes in terms of producing graduates that will pursue ongoing education and professional development, staying at the forefront of communication trends and delivering content across oral, written, virtual, and mediated formats.	3.28	3.29	3.28	Agree
Overall	**3.29**	**3.30**	**3.3**	**Agree**

Table 6 presents stakeholders' perceptions of the clarity and consistency of the VMGO. Parents, with a mean score of 3.29, agree that the VMGO is clear and consistent, while students, with a mean score of 3.30, express the same view. With an overall weighted mean of 3.33, there is a general belief among stakeholders that the VMGO is clear and clearly expressed. This suggests that stakeholders agree about the effective dissemination of the VMGO.

This finding suggested that stakeholders perceived coherence between the university vision, mission, college goals, and program objectives. Published studies on strategic alignment in higher education emphasize that clarity and consistency of institutional statements are essential for accreditation readiness, performance monitoring, and stakeholder trust. Clear articulation of expected outcomes, particularly in terms of academic excellence, professional competence, and community engagement, enhances institutional transparency and accountability.

Stakeholders generally agreed that VMGO statements were clear and consistent, which aligns with literature emphasizing that clearly articulated VMGO statements enhance stakeholder trust, transparency, and readiness for accreditation and quality assurance processes (Borres et al., 2020).

Table 7. Shows the perception of stakeholders regarding VMGO's congruency with activities, practices and operations of the college and BA Communication.

Statement	Mean		Weighted Mean	Verbal Description
	Parents (n=85)	Students (n=536)		
There is congruency between actual educational practices & activities and the Vision and Mission of TSU.	3.21	3.23	3.22	Agree
There is congruency between actual educational practices & activities and the Goals of CASS.	3.21	3.23	3.22	Agree
There is congruency between actual educational practices & activities and the Objectives of BA Communication.	3.22	3.21	3.21	Agree
The educational practices and activities carried out by the faculty and students directly contribute towards the achievement of the BA Communication Program outcomes.	3.27	3.28	3.27	Agree
The VMGO are the bases of all TSU's operation.	3.25	3.27	3.26	Agree
Grand Mean	**3.23**	**3.24**	**3.23**	**Agree**

Table 7 presents the stakeholders' perceptions of the congruency between the VMGO and the activities, practices, and operations of the college and the BA Communication program. Parents, with a mean score of 3.23, expressed agreement regarding the alignment of the VMGO with the college's and the BA Communication program's activities, practices, and operations. Similarly, students, with a mean score of 3.24, also agreed on the congruency of the VMGO with these aspects. A weighted mean of 3.23 demonstrates that the stakeholders generally agree on how the VMGO is connected to the activities, operations and practices at the college and the BA program.

This indicated that stakeholders perceived consistency between institutional statements and their implementation in academic and co-curricular activities. Published research on outcomes-based education supports this finding, emphasizing that when institutional goals are reflected in instructional strategies, research initiatives, and extension programs, stakeholders are more likely to perceive authenticity and credibility in institutional governance.

Stakeholders generally agreed that institutional practices were congruent with the VMGO; this mirrors previous research that links alignment between VMGO and instructional/operational practices to improved perceived authenticity and outcomes-based implementation (Nozaleda, 2023).

Table 8. Shows the summary of the level of awareness, understanding, and perception on the VMGOs

Table Title	Weighted Mean	Verbal Description
Awareness on the VMGO of stakeholders	3.08	Aware
Awareness of the stakeholders regarding the VMGO Dissemination	2.88	Aware
Understanding and Acceptance of the VMGO by the stakeholders	3.35	Accept
Perception of stakeholders regarding VMGO's clarity and consistency	3.3	Agree
Perception of stakeholders regarding VMGO's congruency with activities, practices and operations of the college and the BA Communication.	3.23	Agree

Table 8 provides a summary of how the stakeholders view their level of awareness, understanding, acceptance and perception of the VMGO. In general, stakeholders demonstrate a strong level of awareness, understanding and acceptance to the VMGO.

Stakeholders demonstrated a strong level of awareness, understanding, acceptance, and positive perception of the VMGO. The results suggested that while awareness levels were satisfactory, strengthening dissemination strategies and deeper curricular embedding could further enhance internalization and institutional alignment.

Stakeholders demonstrated satisfactory awareness, acceptance, and positive perceptions, but dissemination and curricular embedding were areas recommended for strengthening — consistent with reviews that recommend multi-platform, strategic institutional communication and curricular integration to deepen stakeholder internalization (Zachos, 2018; systematic reviews of institutional communication).

- **SUMMARY**

The thesis titled “Awareness, Acceptability, and Perception of the BA Communication Program Stakeholders on Tarlac State University Vision, Mission, Goals and Objectives” explores how BA Communication students and their parents or guardians understand, accept, and relate to the institutional VMGO. The researchers realized that it is important for stakeholders to be aligned with the university’s key values for it to be successful and this idea was explored within the College of Arts and Social Sciences at Tarlac State University. For this study, a descriptive research design was chosen and a Likert scale survey questionnaire. The survey included questions about recognition of the VMGO, understanding of its dissemination, agreement with its content, impression of its clarity and its concordance with real-life practices in the program.

The findings revealed that most stakeholders understood the information campaign and knew about its presence on bulletin boards, social media, printed news and also the campus radio. Parents were slightly more aware of the VMGO, but both groups fully understood and accepted its significance. Participants in the study believed that the VMGO was effectively communicated and always aligned with the university’s mission to foster graduates who can compete globally and act responsibly. They noticed how the VMGO is closely linked to the daily routines and practices at the BA Communication program, indicating they are both well implemented. The inclusion of FEM should be more than merely understanding it; it should also influence how institutions operate.

It was found that positive awareness and acceptance among stakeholders greatly influence how well and effectively an organization is aligned. In addition, the same time, it suggested improving the university’s ways of sharing information such as providing the VMGO in local languages, so more individuals would be involved and understand it better. It was pointed out that making sure to constantly review core messages, consult all stakeholders and provide them with ways to take part, helps the VMGO. They advised that alumni and professionals from the healthcare field should help next time to check if the program’s targets suit the needs of industries.

The results point out how important it is for organizations to have straightforward, regular and welcoming communication to ensure unity and a clear approach. When Tarlac State University (TSU) regularly links its Vision, Mission, Goals and Objectives (VMGO) to what stakeholders expect, the university maintains a commitment to excellence, connecting with stakeholders and ensuring its educational programs are important for the long run.

- **CONCLUSION**

Conclusions were established by analyzing the research that was collected.

- Both the students and parents understood the VMGO, vision, mission and objectives of TSU, CASS and the BA Communication program.
- Both the students and their parents are familiar with the several ways the Vision, Mission, Goals and Objectives (VMGO) are made known to them.
- Both the parents and the students showed that they clearly acknowledge and understand the Vision, Mission, Goals, and Objectives (VMGO). In turn, this means that the stakeholders know the importance and role of the VMGO.
- Both parents and guardians and the students agree that the VMGO is easy to understand and keeps consistent standards. In addition to this, according to the parents or guardians and students, the VMGO matches the college and BA Communication program's practices, activities, as well as its operations.

- **RECOMMENDATION**

1. Maintain its programs and activities as well as keep them sustainable as it pursues a high awareness among its stakeholders regarding the VMGO.

2. Maintain all the current strategies and practices that were already established in teaching the stakeholders about the VMGO in the university to ensure that the awareness, acceptance, and their understanding are always applied at the best level by using broadcast media and its Facebook page, the TSU 87.5 Firefox radio and other digital platforms to share and communicate the VMGO of the university, colleges, and other academic programs.

3. Implement activities by series of orientation sessions with a clear communication approach and hands-on stakeholder engagement that should happen regularly to support the VMGO's achievement.

4. Assess the awareness, acceptability, and perceptions towards the VMGO by various stakeholders to learn more about its success and the way it is put into practice. Additionally, the stakeholders should also be well represented as well as motivated to join in when revising and improving the VMGO.

5. Improve stakeholder's understanding and participation, it is suggested that the university translates its Vision, Mission, Goals, and Objectives (VMGO) into different Filipino dialects including – Ilocano, Tagalog, Kapampangan and other relevant to the community. In addition, this effort will ensure that everyone involved in the school, especially those with various language backgrounds, clearly understands the institution's key ideas. Those experts who are fluent in each language should be the ones selected to do the translations.

6. Involve industry partners in the communication sector to have a broader perspective regarding the perspective of the external stakeholders on the VMGO of the BA Communication program. This approach could be useful to analyze the applicability and responsiveness of the program's objectives to the present needs and industry practices.

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EMPLOYABILITY OUTCOMES OF BA COMMUNICATION GRADUATES AND CURRICULUM RELEVANCE TO INDUSTRY NEEDS: A TRACER STUDY (2023–2025)

a research by **Derich D. Bognot**

ABSTRACT

This graduate tracer study investigated the employability outcomes of Bachelor of Arts in Communication graduates from academic years 2022–2023, 2023–2024, and 2024–2025 and examined the extent to which the curriculum aligns with current industry demands. Using a descriptive research design, data were collected through a structured survey administered to 248 graduates out of 282 total graduates, resulting in a high response rate of 87.8%. The study analyzed demographic characteristics, employment status, job level, length of stay in employment, income range, place of work, job search methods, and perceived curriculum relevance.

Findings revealed that the majority of graduates are employed in communication-related fields, with the highest concentrations in Digital Media and Creative Industries (23%), Public Relations and Corporate Communication (17%), and Media and Broadcasting (15%), reflecting the ongoing digital transformation of communication professions. Most respondents are locally employed (65%), while a significant proportion engage in remote and hybrid work arrangements (28%), and a smaller percentage work overseas (7%), indicating both domestic contribution and global competitiveness.

In terms of career progression, most graduates occupy rank-and-file (39%) and technical staff (21%) positions, consistent with early-career trajectories, while a number have advanced to supervisory, managerial, and entrepreneurial roles. Monthly income levels are generally aligned with entry-level compensation standards in the Philippine communication industry, with the majority earning between ₱20,000 and ₱29,999. Employment was primarily secured through referrals and professional networks (24%) and social media platforms (21%), highlighting the importance of social capital and digital recruitment channels in graduate employment.

Graduates rated the overall relevance of the BA Communication curriculum as Highly Relevant (M = 4.46), indicating strong alignment between academic preparation and workplace requirements. Internship (M = 4.72) emerged as the most relevant component, underscoring the value of experiential learning in facilitating school-to-work transition. Courses related to digital production, public relations, advertising, communication management, and media studies also received high relevance ratings, demonstrating the practical applicability of technical and strategic communication skills. Foundational courses in research, theory, ethics, and planning were likewise rated highly, suggesting that graduates recognize the importance of analytical, ethical, and conceptual competencies in professional practice. Overall, the findings affirm that the BA Communication program effectively equips graduates with communication competence, digital literacy, research capability, and strategic thinking skills necessary for sustainable employment and early career advancement. The study provides empirical evidence that the curriculum remains responsive to evolving industry needs and supports the continuous improvement of communication education in higher education institutions.

Keywords: graduate tracer study, employability, curriculum relevance, BA Communication, industry alignment.

Table 1. Number of Graduates and Actual Respondents

Year	BA Communication Graduates	Actual turnout of AB Communication Graduates Respondents	
2022-2023	140	123	88%
2023-2024	90	72	80%
2024-2025	82	53	65%
Total	**282**	**248**	**87.8%**

The respondents of this tracer study are graduates of the Bachelor of Arts in Communication program from academic years 2022–2023, 2023–2024, and 2024–2025. During this three-year period, a total of 282 students completed the degree, and 248 of them participated in the survey. This resulted in an overall response rate of 87.8 percent, which provides a solid basis for analyzing the employability outcomes and curriculum relevance of the program.

In terms of distribution, 123 out of 140 graduates from academic year 2022–2023 responded to the survey, representing 88 percent participation. For the academic year 2023–2024, 72 out of 90 graduates responded, equivalent to 80 percent. Meanwhile, 53 out of 82 graduates from the academic year 2024–2025 participated, accounting for 65 percent. The slightly lower response rate among the most recent graduates may be attributed to their ongoing transition into employment at the time of data gathering. Overall, the strong participation across the three academic years ensures that the findings reflect the experiences of a substantial proportion of recent graduates.

I. PROFILE OF THE GRADUATES

This section presents the demographic profile of the respondents included in the study. The profile variables examined are sex, year graduated, civil status, and educational attainment. These characteristics provide important background information that helps contextualize the employment outcomes and perceptions of curriculum relevance discussed in the succeeding sections. The data are presented and analyzed in tables, followed by corresponding interpretations to explain observable trends and patterns among the graduates.

Table 2. Sex of Respondents

Sex	Frequency	Percentage
Male	75	30%
Female	140	56%
Transgender Male	4	2%
Transgender Female	27	11%
Prefer Not to Say	2	1%
Total	**248**	**100%**

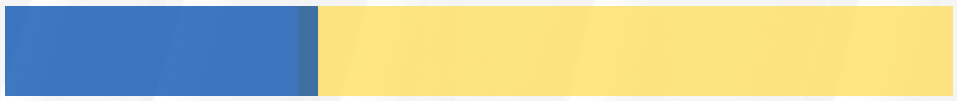
It can be gleaned from the table above that most of the respondents are female with 140 responses or 56%, followed by male graduates with 75 responses 30%. A significant proportion identified as transgender female, with 27 responses or 11%, while smaller percentages identified as transgender male with 4 responses or 2%, and preferred not to disclose their gender identity with 2 responses or 1%.

The majority of female graduates align with national higher education participation trends in the Philippines. According to the Commission on Higher Education (2022), female students consistently outnumber male students in tertiary education enrollment across many academic disciplines, including social sciences and communication-related programs.

Meanwhile, the presence of transgender graduates reflects increasing gender inclusivity in Philippine higher education institutions. The Philippine Commission on Women (2016) emphasizes the integration of Gender and Development (GAD) principles in educational institutions, supporting inclusive learning environments regardless of gender identity. The data suggest that the BA Communication program attracts and accommodates students from diverse gender backgrounds.

Table 3. Year Graduated of Respondents

Year Graduated	Frequency	Percentage
2023	123	49.6%
2024	72	29.0%
2025	53	21.4%
Total	**248**	**100%**



It is presented in Table 3 that almost half of the respondents graduated in batch 2023 with 123 respondents or 49.6%, followed by batch 2024 with 72 respondents or 29.0%, and batch 2025 with 53 respondents or 21.4%. The larger representation of Batch 2023 may be attributed to the higher number of graduates during that academic year and the longer period available for follow-up.

Tracer studies are encouraged by the Commission on Higher Education (2017) as part of quality assurance processes to monitor graduate employability and curriculum relevance. Earlier groups often generate higher response rates due to greater stability in contact information and employment status.

The distribution also provides an analytical basis for examining employment outcomes, as graduates from 2023 have had more exposure to the labor market compared to more recent groups.

Table 4. Civil Status of Respondents

Civil Status	Frequency	Percentage
Single	196	79 %
Married	52	21 %
Separated	0	0%
Widowed	0	0%
Divorced	0	0%
Annulled	0	0%
Others	0	0%
Total	**248**	**100%**

It is shown in Table 4 that most of the respondents are single, 196 or 79%, while 52 or 21% are married. None reported being separated, widowed, divorced, or annulled.

This distribution is consistent with national demographic patterns. Data from the Philippine Statistics Authority (2023) indicate that the median age at first marriage in the Philippines is generally higher than 23 years for females and 25 years for males. Since the majority of graduates belong to early adulthood (21–25 years old), a majority of single respondents is expected.

Civil status may influence employment mobility and career decisions, particularly among early-career graduates. Younger and single graduates often demonstrate higher flexibility in job location and employment transitions, which can affect employability outcomes.

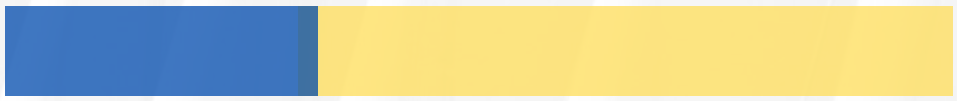


Table 5 Civil Status of Respondents

Civil Status	Frequency	Percentage
Single	196	79 %
Married	52	21 %
Separated	0	0%
Widowed	0	0%
Divorced	0	0%
Annulled	0	0%
Others	0	0%
Total	**248**	**100%**

Table 5 shows that the majority of respondents remain bachelor's degree holders with 224 responses or 90.3 percent of the total sample. This is expected since most respondents graduated between 2023 and 2025, meaning they are still in the early stage of their professional careers while 24 responses or 9.7 percent have begun taking Master's units. No respondents reported having a master's degree, a doctoral degree, or completing a doctorate.

This pattern reflects a realistic academic progression among recent graduates. Studies on early career trajectories indicate that graduate school enrollment often occurs after individuals gain initial work experience (Clarke, 2018). Many professionals choose to pursue advanced degrees after stabilizing in their careers or identifying specialization needs. Tomlinson (2017) also noted that early career graduates typically focus first on employment integration before investing in further academic qualifications.

The small percentage of pursuing a master's degree suggests that while professional employment is the immediate priority, some graduates are already pursuing academic advancement. This may indicate motivation for career progression, teaching positions, or leadership roles in communication-related fields. In summary, the distribution reflects normal patterns among recent graduates and does not indicate limited academic ambition, but rather practical sequencing of work experience before advanced studies.

2. The employment status and career progression of the BA Communication graduates

This section presents the employment status and career progression of the Bachelor of Arts in Communication graduates from batches 2023 to 2025. It examines their current work situation, job positions, length of stay in employment, income levels, and the sectors in which they are employed. The purpose of this section is to determine how successfully the graduates transitioned from university to the workforce and to identify patterns in their early career development. The study provides a clearer understanding of employability outcomes and the extent to which the program prepares graduates for sustainable career growth by analyzing these indicators.

Table 6 Occupation of Respondents

Occupation	Frequency	Percentage
Media and Broadcasting	38	15%
Public Relations and Corporate Communication	42	17%
Digital Media and Creative Industry	56	23%
Journalism and Writing	20	8%
Development and Advocacy Communication	16	6%
Government and Public Service	18	7%
Education and Training	12	5%
Business / Entrepreneurship	14	6%
Business Process Outsourcing (BPO) / Customer Service	16	6%
Administrative and Office Support	8	3%
Sales and Marketing	6	2%
Human Resource and Organizational Support	2	1%
Total	**248**	**100%**

It shows on the table above that the largest proportion of graduates is employed in the Digital Media and Creative Industry (23%), followed by Public Relations and Corporate Communication (17%), and Media and Broadcasting (15%). This distribution reflects the changes in communication professions toward digital platforms and content-driven industries.

Research shows that digital transformation has reshaped communication-related employment worldwide. Tomlinson (2017) explains that graduate employability increasingly depends on digital competence and adaptability to technology-driven industries. Similarly, Clarke (2018) emphasized that employability is influenced by human capital (skills and competencies), social capital, and individual career management practices.

The strong presence of graduates in digital media roles aligns with global labor trends reported by the International Labor Organization (2022), which noted the expansion of digital economies and creative sectors following the COVID-19 pandemic. In the Philippine setting, this trend corresponds with the growth of digital content creation, online marketing, and social media management positions.

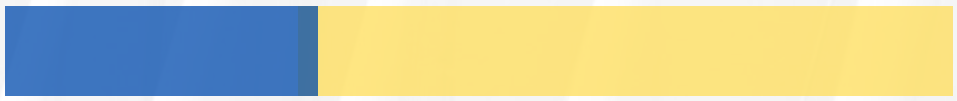
Employment in Public Relations, Corporate Communication, and Government Service further indicates curriculum relevance, as communication programs traditionally develop skills in writing, research, media production, and audience analysis. According to Jackson (2016), alignment between academic preparation and occupational outcomes strengthens perceived graduate readiness for professional roles.

The presence of graduates in Business Process Outsourcing (6%) also reflects national employment realities. The Philippines remains one of the leading BPO hubs globally, contributing significantly to national employment (International Labour Organization, 2022). Communication graduates often enter customer service, technical support, and content moderation roles due to strong English proficiency and interpersonal skills.

In summary, the occupational distribution indicates that the BA Communication curriculum supports entry into both traditional and evolving and emerging communication industries.

Table 7 Length of Stay in the Job of Respondents

Length of Stay in the Job	Frequency	Percentage
Less than 1 month	8	3%
1–3 months	24	10%
4–6 months	36	15%
7–11 months	42	17%
1 year	60	24%
2 years	48	19%
3 years	30	12%
Total	**248**	**100%**



It can be gleaned from Table 5 that the length of stay in the job of respondents, wherein a significant proportion of respondents have remained in their jobs for one year, with 60 responses, 24%, 48 responses, or 19% staying for two years, and 30 responses, or 12%, for three years. These data indicate early employment stability among many graduates.
Research on graduate employment suggests that job retention during the first one to three years is an important indicator of successful transition from education to employment (Clarke, 2018). Early tenure stability often signals that graduates possess both technical and flexible skills suitable for workplace demands.

However, shorter job tenures, such as less than 6 months, with a total of 36 responses or 28%, may reflect early-career mobility, contract-based employment, or probationary status. Tomlinson (2017) notes that contemporary labor markets are characterized by greater flexibility and short-term contracts, particularly in creative and digital sectors.
Since most of the graduates who served as respondents graduated between 2023 and 2025, shorter tenure periods may naturally reflect recency of graduation rather than job instability.

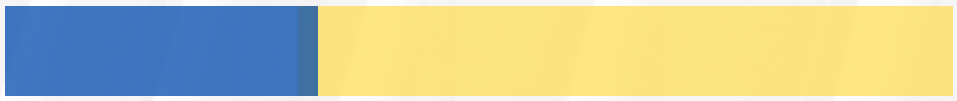
Table 8. Place of Work of Respondents

Place of Work	Frequency	Percentage
Local (Philippines)	162	65%
Abroad (Overseas)	18	7%
Work from Home (WFH)	34	14%
Hybrid (Onsite and Remote)	34	14%
Total	**248**	**100%**

It is shown in Table 8 that on the graduates' place of work most respondents are employed locally with 162 responses or 65%, it indicates in the results of the study that the majority of graduates contribute to the domestic labor market. However, a combined 68 responses or 28% are engaged in remote work from home (WFH)or hybrid work arrangements, while there are few who are employed abroad with 18 responses or 7%.

The growth of remote and hybrid work reflects post-pandemic employment restructuring. According to the International Labour Organization (2022), teleworking arrangements expanded significantly after COVID-19 and remain prevalent in digital and communication sectors.

The presence of overseas employment (7%) demonstrates international competitiveness of graduates. Clarke (2018) argues that global employability is enhanced by versatile skills such as communication competence, intercultural awareness, and digital literacy that core strengths of communication programs.



The rise of Work-from-Home and Hybrid arrangements (28% combined) suggests a position between graduate skills and location-flexible roles such as digital content creation, online marketing, virtual assistance, and remote corporate communication services.

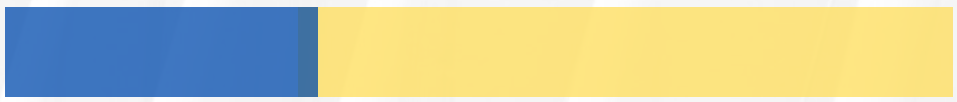
Table 9. How Respondents Found their Current Job

Job Search Method	Frequency	Percentage
Job Advertisement (Print/Online)	28	11%
Social media (Facebook, LinkedIn, etc.)	52	21%
Walk-in Application	18	7%
Recommendation/Referral	60	24%
Family or Friends	20	8%
School Placement/Internship	24	10%
University Career Office	12	5%
Public Employment Service Office (PESO)	6	2%
Job Fair	8	3%
Online Job Portal (e.g., JobStreet, Indeed)	16	6%
Recruitment Agency	2	1%
University Recruitment	2	1%
Total	**248**	**100%**

The highest proportion of graduates (24%) obtained employment through recommendation or referral, followed by social media platforms (21%) and traditional job advertisements (11%). These results indicate that personal and professional networks remain a dominant pathway to employment.

This finding supports the work of Tomlinson (2017), who argued that graduate employability is influenced not only by academic qualifications but also by social capital, including networks and professional connections. Clarke (2018) similarly emphasized that employment outcomes are shaped by individual resources and social positioning.

The strong use of social media aligns with digital employment trends. According to the International Labour Organization (2022), digital platforms have become major recruitment channels, especially for communication-related roles.



The presence of school placement and internship pathways (10%) confirms the value of experiential learning. In Philippine tracer research, such as the study of business graduates by Salas-Velasco (2017), internship experience significantly improves early employment outcomes. Local tracer studies in Philippine state universities also report that practicum training enhances job alignment and hiring probability (Dotong et al., 2016).

Overall, the data suggest that employability is influenced by a combination of professional networking, digital recruitment platforms, and structured internship exposure.

Table 10. Job Level Position of Respondents

Job Level Position	Frequency	Percentage
Executive	6	2%
Managerial	18	7%
Supervisory	28	11%
Rank-and-File	96	39%
Technical Staff	52	21%
Clerical/Administrative Staff	18	7%
Entrepreneur/Business Owner	10	4%
Self-Employed	8	3%
Freelancer	6	2%
Consultant	4	2%
Project-Based	2	1%
Total	**248**	**100%**

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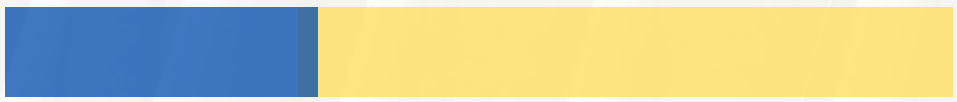

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Self-Employed	8	3%
Freelancer	6	2%
Consultant	4	2%
Project-Based	2	1%
Total	**248**	**100%**

It shows in Table 10 that most of the respondents occupy rank-and-file positions with 96 responses or 39%, followed by technical staff with 52 responses or 21%, and supervisory roles with 28 responses or 11%. These findings are typical for recent graduates transitioning into entry-level and mid-entry roles. Graduate employment literature indicates that career progress often begins at operational levels before advancement to supervisory and managerial roles (Clarke, 2018).

The presence of managerial (7%) and executive (2%) positions suggests early signs of upward mobility among certain graduates. The emergence of freelancers (2%), entrepreneurs (4%), and self-employed graduates (3%) reflects shifting employment structures in communication industries. The International Labour Organization (2022) reported increased independent and project-based work in creative and digital sectors. Philippine tracer studies, such as Dotong et al. (2016) at Batangas State University, found that most graduates begin in entry-level roles but demonstrate career advancement within two to three years. This pattern is consistent with the present findings, particularly when analyzed with job tenure data in Table 4.

Table 11. Monthly Income of Respondents

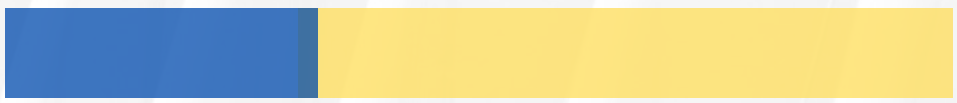
Monthly Income	Frequency	Percentage
₱50,000 and above	12	5%
₱40,000–₱49,999	18	7%
₱30,000–₱39,999	36	15%
₱20,000–₱29,999	82	33%
₱10,000–₱19,999	76	31%
₱10,000–Below	12	5%
Prefer not to disclose	12	4%
Total	**248**	**100 %**

It is presented in table 11 that most graduates earn between ₱20,000–₱29,999 with 82 responses or 33%, followed by ₱10,000–₱19,999 with 76 responses or 31%. These salary levels are consistent with entry-level compensation in communication, marketing, and media-related industries in the Philippines.

Income levels are influenced by industry sector, location, and experience. According to Clarke (2018), salary progression is closely linked to skills accumulation and job tenure. Graduates with longer employment durations are more likely to move into higher income brackets.

The presence of 27% or earning ₱30,000 and above suggests that some graduates have transitioned into mid-level or specialized roles, possibly in digital media, corporate communication, or overseas employment.

Philippine tracer studies (Dotong et al., 2016) similarly reported that the majority of graduates initially receive entry-level compensation but experience salary growth after one to three years of employment.



3. The Relevance of the BA Communication curriculum to the graduates' employment

The relevance of the BA Communication curriculum to graduates' employment reflects how well the program equips students with the competencies required by the industry. It examines the alignment between academic training and the actual skills, knowledge, and professional demands encountered in the workplace.

Table 12 Relevance of the Bachelor of Arts in Communication curriculum to the Job

Indicator	Mean	Verbal Description
Overall Curriculum Relevance	4.46	Highly Relevant
Total	**4.46**	**Highly Relevant**

It can be gleaned from the table above that the mean rating of 4.46, interpreted as Highly Relevant, shows that graduates believe the Bachelor of Arts in Communication curriculum is closely connected to the work they are doing now. This rating suggests that the knowledge and skills they gained during their undergraduate studies are useful and applicable in their present jobs across media, corporate, government, and digital fields. In employability research, perceived curriculum relevance is an important measure of program effectiveness because it reflects not only whether skills match job requirements but also whether graduates feel confident using what they learned. Tomlinson (2017) noted that employability improves when higher education helps students build what he calls graduate capital, which includes knowledge, communication skills, and the ability to adjust to different work environments. Jackson (2016) also explained that the formation of professional identity during university years plays a significant role in helping graduates' transition smoothly into the workplace and perform effectively, especially in practice-oriented disciplines.

The strong relevance rating is supported by the fact that many respondents are employed in communication-related fields such as digital media, broadcasting, public relations, journalism, and government service. When graduates are working within the discipline they studied, it suggests that the curriculum prepares them for actual industry roles. An examination of year graduated in relation to occupation shows a normal pattern of career development.

Earlier graduates are more represented in supervisory and technical positions, while recent graduates are more concentrated in entry-level roles. Clarke (2018) explained that most graduates begin in operational positions and gradually move to higher responsibilities as they gain experience and professional competence. The presence of graduates in digital and hybrid work arrangements further indicates that the curriculum responds to changes in communication industries, particularly the growth of remote and technology-based work.

The communication field is wide and offers many career paths across different sectors. In government, communication graduates can work in offices such as public information, tourism, health, social welfare, or even legislative departments. They may serve as information officers, public relations officers, social media managers, speech writers, or media relations staff. Their work often includes preparing press releases, managing official social media pages, organizing public events, handling crisis communication, and explaining government programs in ways that are clear and understandable to the public. These roles show how writing, research, media skills, and strategic communication are directly used in public service.

In the private sector, communication graduates are also in demand in companies involved in banking, retail, real estate, technology, hospitality, and many other industries. They may work as corporate communications officers, marketing specialists, brand managers, content creators, or digital marketing staff. Their responsibilities include planning campaigns, building brand identity, creating multimedia content, managing social media platforms, and maintaining relationships with clients and stakeholders. As businesses continue to rely on digital platforms, more opportunities are opening in online marketing, content development, and communication strategy.

Studies conducted in the Philippines provide additional support for these findings. Dotong et al. (2016) found that alignment between curriculum and job responsibilities contributes to employment stability among graduates of state universities. Pañares and Cabanda (2020) likewise reported that programs guided by outcomes-based education principles show stronger alignment with labor market needs. These findings are consistent with the direction promoted by the Commission on Higher Education, which encourages institutions to design programs that develop competencies relevant to industry and society. The high mean score in this study therefore suggests that the BA Communication curriculum effectively develops communication competence, media production skills, research ability, digital literacy, and strategic thinking skills that are necessary in various communication professions.

The overall results of the study show that not only are graduates satisfied with their academic preparation but also that their training is useful in real workplace settings. The connection between perceived relevance, employment in communication-related fields, and observed career progression supports the conclusion that the program continues to meet professional standards and respond to the needs of the industry.

Table 13. Bachelor of Arts in Communication course(s) helped the most in their first job and/or current job

Bachelor of Arts in Communication course(s) helped the most in their first job and/or current job	Frequency	Percentage
COMM 113 – Introduction to Communication Media	168	68
COMM 106 – Communication, Culture, and Society	142	57
COMM 103b – Development Communication	96	39
COMM 101 – Communication Theory	118	48
COMM 108 – Communication Research	132	53
COMM 105 – Communication Planning	140	56
COMM 110 – Communication Management	146	59
COMM 114b – Knowledge Management	102	41
COMM 104 – Communication Media Laws and Ethics	134	54
COMM 102b – Risk, Disaster, and Humanitarian Communication	82	33
COMM 111 – Internship	196	79
COMM 112a – Thesis / Special Project 1	120	48
COMM 112b – Thesis / Special Project 2	110	50
JOURN 100b – Journalism Principles and Practices	128	44
BC 100b – Broadcast Principles and Practices	150	52
PR 100b – Public Relations Principles and Practices	60	60
ELEC 1 Comm Elec 1 – Introduction to Theater	112	24
ELEC 2 Hum Elec 1 – Organizational Culture and Communication	74	45
ELEC 3 Comm Elec 2 – Performance Media	74	30
ELEC 4 Comm Elec 3 – Creative Writing	96	39
ELEC 5 Hum Elec 2 – Film Appreciation	88	35
ELEC 6 Hum Elec 3 – Communication in ASEAN Setting	72	29
ELEC 7 Comm Elec 4 – Digital Imaging	160	65
ELEC 8 Hum Elec 4 – Advertising Principles and Practices	144	58
ELEC 9 Hum Elec 5 – Seminars in Communication	130	52

It is presented in the table above that Bachelor of Arts in Communication graduates identified several communication courses that they believe helped them most in their first job and their current work, reflecting the integrated nature of the Bachelor of Arts in Communication curriculum. The most highly cited course was Internship, with 196 responses and 79% of respondents reporting that their practicum experience directly supported their transition into employment. This supports the extensive employability literature, which highlights the importance of workplace exposure and experiential learning in strengthening job readiness (Caingcoy, 2021). Aside from internship experience, subjects that focus on media, planning, and management such as Introduction to Communication Media with 68%, Digital Imaging with 65%, Communication Management with 59%, and Advertising Principles and Practices with 58% were also frequently mentioned, showing that hands-on skills in media production, content creation, and strategic communication are critical in actual job settings. These competencies are increasingly demanded in contemporary workplaces, where employers consistently emphasize strong communication skills alongside technical and digital competencies (Kruja, 2024; Tushar, 2023). The acknowledgement of Communication Research with 53% and Communication Theory with 48% suggests that graduates also value analytical frameworks and research skills that support evidence-based communication practice, which is consistent with findings from global employability research identifying research competence as a core graduate skill (Tushar, 2023). Courses in ethics and media law were also acknowledged, indicating the importance of ethical judgment and legal awareness in professional communication.

The fact that multiple courses were cited speaks to the covered preparation provided by the curriculum, where theory, practice, creativity, and research are constructed together to support varied career paths. Tracer studies in the Philippines and beyond show that graduates often see curriculum relevance not in secluded subjects but in how a suite of skills and knowledge areas collectively prepare them for job demands (Graduate Tracer Study: Exploring the Relationship Between Education and Employment, n.d.; Tracer Study at West Visayas State University Communication, 2025). In addition, research on communication education accentuates the need for curricula that build communication competence across writing, media literacy, digital production, and strategic planning, skills employers value across industry sectors and job levels (Global employability skills in the 21st century workplace, 2023).

Furthermore, the scope of courses identified reflects the wide opportunity of communication careers. Graduates working in government may rely on research, planning, and media management courses when preparing public advisories, policy briefs, press releases, and official social media content.

– Those in corporate settings may draw on advertising, digital imaging, and communication management subjects when handling brand campaigns, internal communication, client relations, and digital marketing strategies. Even creative and elective subjects contribute to confidence in writing, storytelling, presentation, and cultural awareness, which are valuable across professional contexts. This shows that the curriculum equips students with flexible and practical skills that can be applied in different sectors and job levels.

The overall results suggest that the BA Communication program offers a balanced combination of practical, theoretical, and technical coursework that respondents perceive as relevant in real workplace contexts, strengthening curriculum effectiveness through multiple complementary learning experiences.

Table 13. Bachelor of Arts in Communication course(s) helped the most in their first job and/or current job

Bachelor of Arts in Communication curriculum relevant to your job	Mean	Verbal Description
COMM 111 – Internship	4.72	Highly Relevant
COMM ELEC 4 – Digital Imaging	4.63	Highly Relevant
PR 100b – Public Relations Principles and Practices	4.58	Highly Relevant
HUM ELEC 4 – Advertising Principles and Practices	4.56	Highly Relevant
COMM 110 – Communication Management	4.55	Highly Relevant
COMM 113 – Introduction to Communication Media	4.52	Highly Relevant
COMM 104 – Communication Media Laws and Ethics	4.49	Highly Relevant
COMM 105 – Communication Planning	4.47	Highly Relevant
BC 100b – Broadcast Principles and Practices	4.44	Highly Relevant
COMM 108 – Communication Research	4.41	Highly Relevant
HUM ELEC 1 – Organizational Communication and Culture	4.40	Highly Relevant
COMM 106 – Communication, Culture, and Society	4.38	Highly Relevant
HUM ELEC 5 – Seminars in Communication	4.39	Highly Relevant
JOURN 100b – Journalism Principles and Practices	4.36	Highly Relevant
COMM 103b – Development Communication	4.25	Highly Relevant
COMM 101 – Communication Theory	4.30	Highly Relevant
COMM 112b – Thesis / Special Project 2	4.35	Highly Relevant
COMM 112a – Thesis / Special Project 1	4.33	Highly Relevant
COMM 114b – Knowledge Management	4.32	Highly Relevant
COMM 102b – Risk, Disaster, and Humanitarian Communication	4.20	Relevant
COMM ELEC 2 – Performance Media	4.18	Relevant
HUM ELEC 2 – Film Appreciation	4.15	Relevant
HUM ELEC 3 – Communication in ASEAN Setting	4.12	Relevant

COMM ELEC 1 – Introduction to Theater		4.10	Relevant
	Total	**4.44**	**Highly Relevant**

Table 14 presents the mean ratings of specific Bachelor of Arts in Communication courses in terms of their relevance to the graduates' current employment. The overall mean of 4.44, interpreted as Highly Relevant, indicates a strong and consistent perception that the curriculum aligns with actual workplace responsibilities.

Notably, almost all core and professional subjects obtained mean scores above 4.30, and even the lowest rated courses remained within the Relevant range. This pattern suggests that graduates do not view relevance as limited to one specialization, but rather as a shared strength across the program. In tracer study research, consistently high mean ratings across subjects indicate curricular coherence and alignment with industry expectations rather than isolated effectiveness (Clarke, 2018).

The highest rated subject was COMM 111 Internship with a mean of 4.72. This finding is significant and realistic, as an internship is often the first direct exposure of students to workplace routines, deadlines, supervision structures, and professional standards. Graduates are likely to rate this highly because an internship reduces the gap between academic knowledge and employment practice. Empirical research supports this result. Jackson (2016) found that structured work-integrated learning experiences significantly improve graduates' confidence, employability skills, and transition outcomes. Similarly, Tomlinson (2017) emphasized that experiential exposure strengthens what he describes as graduate capital, particularly social capital and professional familiarity. The high rating for internship in this study reflects these established findings, suggesting that practical exposure remains one of the strongest predictors of job preparedness.

Digital and strategic communication subjects also received very strong ratings, including Digital Imaging at 4.63, Public Relations Principles and Practices at 4.58, Advertising Principles and Practices at 4.56, Communication Management at 4.55, and Introduction to Communication Media at 4.52. These courses directly correspond to the occupational distribution of respondents, many of whom are employed in digital media, corporate communication, and creative industries. The high ratings likely reflect direct application of skills such as content creation, campaign planning, brand communication, multimedia production, and online engagement management. Research shows that employers consistently prioritize communication competence and digital literacy as essential workforce skills (Tomlinson, 2017). Clarke (2018) also noted that employability in modern industries increasingly depends on transferable communication and technology-related competencies. The data therefore, demonstrate practical alignment between course content and current industry demands.

Foundational and research-oriented subjects such as Communication Media Laws and Ethics at 4.49, Communication Planning at 4.47, Broadcast Principles and Practices at 4.44, Communication Research at 4.41, and Organizational Communication and Culture at 4.40 were likewise rated Highly Relevant. These ratings suggest that graduates recognize the importance of ethical decision-making, analytical thinking, and organizational awareness in their professional tasks. In many communication roles, especially in government and corporate sectors, professionals are expected to evaluate information carefully, respond to public concerns responsibly, and design evidence-based communication strategies. Clarke (2018) emphasized that employability includes contextual judgment and critical thinking, not only technical production skills. The consistently high ratings for these subjects reinforce the importance of maintaining theoretical and analytical components within the curriculum.

Courses that might be perceived as more academic in nature, such as Development Communication, Communication Theory, Thesis or Special Projects, and Knowledge Management, still obtained Highly Relevant mean scores ranging from 4.25 to 4.35. This suggests that graduates appreciate the long-term value of structured research work and conceptual frameworks. Research training strengthens graduates' ability to conduct needs assessments, evaluate communication programs, and produce organized reports, tasks that are common in both government and private sector settings. Tomlinson (2017) argued that theoretical knowledge contributes to adaptability because it allows graduates to interpret new workplace situations using established concepts. The relevance ratings in this study reflect that understanding.

Although elective subjects such as Risk and Disaster Communication, Performance Media, Film Appreciation, Communication in ASEAN Setting, and Introduction to Theater received slightly lower mean scores within the Relevant category, their ratings remain positive. These subjects may not directly correspond to all job positions, but they enhance creativity, intercultural awareness, presentation skills, and sensitivity to social issues. Such competencies are particularly important in a field as broad as communication, where professionals must often address diverse audiences and dynamic situations.

In summary, the pattern of results shows realistic and consistent curriculum relevance. The highest ratings are concentrated in internship, digital skills, strategic communication, and management subjects, which directly match current labor market trends. At the same time, strong ratings in theory, research, and ethics demonstrate that graduates continue to value academic depth. This balance between practical and theoretical preparation aligns with established employability research, which stresses the integration of applied skills and reflective understanding in producing career-ready graduates (Jackson, 2016; Clarke, 2018; Tomlinson, 2017). The findings therefore provide evidence that the Bachelor of Arts in Communication curriculum remains responsive to professional expectations and capable of preparing graduates for varied communication roles.

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EVALUATION OF CRISIS COMMUNICATION STRATEGIES USED BY BASIC UTILITY COMPANIES TO ADDRESS SERVICE DISRUPTIONS: BASIS FOR A PROPOSED CRISIS COMMUNICATION MANAGEMENT PLAN

a research by **Derich D. Bognot**
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ABSTRACT

This study generally aimed to evaluate the crisis communication strategies employed by basic utility companies in addressing service disruptions. The basic utilities referred to in this study are Converge ICT Solutions Inc., Tarlac City Water District – Prime Water, and Tarlac Electric Inc., which consistently utilize Facebook posts, text and email messages as communication strategies during service disruptions. The study aimed not only to evaluate the communication strategies but also to propose a crisis communication management plan that can help these utility companies strengthen or maintain their communication strategies. In addition, this study addressed questions regarding the companies' use of communication strategies during service disruption, the factors influencing the choice of communication strategies, and the challenges encountered in implementing effective communication strategies. A mixed-method approach, utilizing exploratory sequential design, was used. Data collection was conducted through semi-structured interview and survey questionnaire. The study identified several communication strategies used by the utility companies to address service disruptions. Key factors have emerged in choosing effective crisis communication in terms of subscriber-focused approach, resources, and company management. Moreover, challenges in implementing effective communication strategies were noted in areas such as adaptability, employee coordination, and the timeliness and accuracy of information. Finally, the study's findings based on survey responses from 200 subscribers of the utility companies revealed several implications for the improvement and development of their communication strategies in addressing service disruptions.

INTRODUCTION

In humans' daily lives, communication constantly takes place; it helps individuals build relationships and connections towards other people, allowing them to share their experiences and needs. Communication is all around us, whether picking up the phone, switching on the radio, reading the newspaper, listening to the music, or making announcements in public areas. Wherever humans are, communication is present. It is the essence of life, allowing individuals to express feelings, convey information from their minds, and share their thoughts and sentiments (Chartered Institute of Payroll Professionals, 2022).

In a business, communication plays an integral part in making sure that the image of their business is as good as it should be. Aditya (2024) shared those organizations and businesses should keep the communication open for employees and clients both inside and outside of the company. Additionally, he also mentioned in his article the reasons why communication is important in a business, as this eliminates misunderstandings, solves problems, and strengthen customer relations.

Furthermore, in an article written by Beehive (2023) titled "Crisis Management: Using the Power of Communication to Maintain Business Continuity", he mentioned that all businesses and organizations are experiencing a crisis, causing confusion and stress and putting the brand's reputation at risk. With this, proper and effective crisis management should always be the top priority, as mentioned in the article, organizations should ground their response in purpose, mission, and values to effectively recover from crises. As also mentioned by Beehive (2023), communication is essential in managing a crisis, highlighting that when done well, it lessens the uncertainty and encourages companies and stakeholders to move forward.

One of the examples of crisis communication management practices is the study written by Johansen et al. (2016) titled 'Emotional Stakeholders as "crisis communicators" in social media. To give context, in August 2012, one frustrated consumer made a post on the Facebook page of Telenor Denmark, a multinational telecommunications company. The complaint is about the bad experiences he had encountered as a consumer, such as having inaccurate billing, overcharging, messy booking, and many more, resulting to end his relationship with the company. The incidents being posted on social media caused some discussion on the internet. The study focuses on the strategy of faith-holders, which in this study is defined as the 'crisis communicators' in addressing specific crises or complaints from a customer.

In addition, as mentioned by Manhit (2022) in his article posted in BusinessWorld, the internet is no longer what it looked decades ago; he emphasizes that we should think of it as something essential nowadays. In fact, during the strike of the pandemic, the internet has helped humans as it provides a sense of normality and allows them to continue their jobs, education, and many more. Moreover, the Department of Information and Communication (DICT) Secretary John Uy mentioned that they are in favor of the Bill No. 4472 or the Housing Development Digital Connectivity which aims to give a better internet service for Filipinos. In line with this, Grace Poe, a senator in the Philippines also submitted Senate Bill 329 or commonly known as the Better Internet Act, which mandates all service providers to comply with the minimum standards such as connection quality, reception, pricing, and billing methods. Senator Poe highlighted that the internet is a basic need for individuals much like electricity and water, for the reason that people in this generation depend on their health, education, business, among other things (Manhit, 2022).

Basic utilities such as electricity, water, and the Internet play a significant role in humans' lives; these not only help them function but also make their daily tasks much easier. However, what if these utilities, although functioning, can give problems due to their miscommunicated service disruptions? Should consumers still be happy?

Tarlac Electric Incorporation, Tarlac City Water District-Prime Water, and Converge ICT Solutions Inc.—Tarlac City are the main sources of basic utility needs. Problems arose when these utility companies did not communicate well prior to, on, and after their service disruption, when in fact they have Facebook pages for their public relations concern. This action leads the consumer to rant on social media, asking for a more responsive response. Comments such as "Patak-Patak lang," "Madumi," "Mataas ang singil," and Walang abiso sa service disruption" were seen in their social media, but none of these comments were addressed properly.

This study aims not only to evaluate the crisis communication strategies used by basic utility companies to address service disruptions but to also suggest a crisis communication management plan that a company can use to strengthen or maintain the use of their communication strategies.

Generally, the objective of this study is to evaluate the crisis communication strategies used to address service disruptions by the basic utility companies in Tarlac City.

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

- What communication strategies are employed by the basic utility companies during service disruption?
- What factors influence the choice of communication strategies used by the basic utility companies?
- What challenges do the basic utility companies encounter when implementing effective crisis communication during service disruption?
- What crisis communication management plan can be proposed based on the findings of the study?

SCOPE AND DELIMITATION

The focused of this research is to evaluate the communication strategies used by basic utility companies to address service disruptions specifically caused by operational and technical issues —scheduled and emergency. These disruptions include those triggered by internal and external factors such as typhoons, earthquakes, and unexpected damages. The study's scope is limited to communication strategies disseminated through Facebook postings as well as text messaging (SMS) and email messages.

The basic utility companies involved in this study are Tarlac Electric Inc., Tarlac City Water District - Prime Water, and Converge ICT Solutions Inc., all operating within Tarlac City. The study excludes the notices related to delayed reinstallation of services caused by consumers and billing concerns.

The primary subjects of this study are the consumers or subscribers of the aforementioned utility companies residing in the three most populated barangays in Tarlac City: San Vicente, Matatalaib, and San Rafael. Additionally, employees of these basic utility companies, specifically from their customer or public relations teams, also served as respondents of this study. For Prime Water and Tarlac Electric Inc., the respondents were resigned or retired personnel who voluntarily agreed to participate in the study; therefore, these two utility companies had no formal obligations or direct involvement in the conduct of this study.

The involvement of residents and employees throughout this research yielded a comprehensive understanding of the communication strategies employed by the basic utility companies during service disruptions.

SIGNIFICANCE OF THE STUDY

This study aimed to evaluate the communication strategies of basic utility companies in Tarlac City during services disruption. Hence, this study has a great contribution to the following sectors: **To Tarlac Electric Incorporation (TEI).** The study directly targets the crisis communication management strategies of TEI; hence the results of the study will be helpful for them to improve their practices of communication during service disruptions. T**o Converge ICT Solution Inc Tarlac City.** The study is significant to Converge because it will help them reflect on their communication strategy towards customer's complaint in cases of their service disruption. **To Tarlac City Water District - Prime Water Tarlac City.** The study is also significant to TCWD-Prime Water because the result of this study proposed a crisis communication plan intended to help the company in addressing customer relation concerns during service disruptions. **To the Consumers.** This study provides an improved comprehension for consumers of how communication strategies are applied during crisis management or service disruptions. In addition, this study helps ensure better service for consumers by addressing their concern in an appropriate manner. **To the Future Researchers.** This study will be helpful for the future researchers as it can be a basis, foundation, or reference to conduct studies on similar topics.

REVIEW OF RELATED LITERATURE AND STUDIES

- **Crisis Communication Management**

Awati & Croceti (2023) define crisis communication as a strategic strategy with individuals or organizations that are in conflict. They said that in the event of a crisis, proactive, thorough communication is essential to managing it; a crisis communication strategy, plan, and tools can guarantee that this kind of communication takes place. Additionally, as further explained by Awati & Croceti (2023) every Business should have a communication plan that documents protocol for the information dissemination most especially in times if difficulty or danger. Furthermore, they also mentioned that these businesses should always expect that they will experience a crisis at some point. In line with this, the five strategies were also mentioned and these are: Pre-crisis, Initial, Maintenance, Resolution, and Evaluation.

One of the crucial functions of an organization is handling a crisis management. Once failed, the company and its stakeholders may suffer serious consequences. The key major roles in this crisis management are the public relations practitioners. In general, a crisis is described as a threat to operations that can have a negative impact if not addressed appropriately and objectively. Consequently, there are three risks associated with crisis: harm to public safety, financial loss, and damage to one's reputation (Institute for PR, n. d.).

According to the journal of Jong (2020) with a title “Public leadership in times of crisis: Lessons from a crisis communication point of view”, crisis communication tends to focus on American cases studies, where organizations use response strategies and shift their crisis responsibility to protect their brand. In this journal, it was mentioned that the way to prepare for crisis management is by experiencing it first-hand, and that this first-hand experience can be used as lessons for the future crises.

- **Effects of Crisis Communication**

For communication to be used in effective crisis management, especially in the modern world, both for profit and non-profit organizations, they should always depend heavily on communication (Zakiri, 2022). Since the globe has become more interconnected due to globalization, most enterprises must accommodate their needs; however, there is inadequate communication for worldwide crisis management, which is influencing employees’ output in numerous organizations. Additionally, the importance of communication in handling crisis management is also being stated in this study. As stated, effective communication can not only protect the image of the organizations or businesses but also the people behind the organizations; it also builds trust and prevents the widespread dissemination of misinformation (Zakiri, 2022). Additionally, as concluded in this study with the title “The Role of Communication in Effective Crisis Management: A Systematic Literature Review”, regardless of your location and the nature of what you do, there is a potential crisis that can disrupt your life; no one is immune from experiencing a crisis. However, he emphasizes that organizations should ensure that this crisis is being managed, as this can determine the difference between success and failure for an organization.

Chaddock (2023) stated in his article that there are several high-profile cases where ineffective crisis communication management fell short that resulted in a disastrous outcome. One of which is the illustration of the United Airlines passenger removal case. The incident involved the airline to forcibly remove the passenger off an overbooked flight because of the airline’s policy. The airline’s lack of empathy and insensitive action only fueled public anger. Due to the mishandled crisis management, the airline’s reputation has been damaged and caused a firestorm of public outrage. Additionally, the brand of PEPSI, had received criticism for its controversial advertising campaign with Kendal Jenner. PEPSI was accused of undermining the social justice movements. However, due to Pepsi’s awareness of the situation, the company responded swiftly to the crisis by pulling the advertising, issuing a public apology, and pausing the campaign. With this action—acknowledging their mistakes—it helped them to minimize the long-term effects of the crisis.

- **Corporate Reputation and Customer's Trust**

According to Aguiar et al., (2024), In today's business world, company reputation has a big influence on stakeholder perceptions and business outcomes. To create long-term value, companies must understand their corporate identities, successfully manage stakeholder experiences, and properly communicate their strategic decisions and principles. Building trust over time is critical, and it is encouraged through a clearly defined mission that connects with stakeholders. Consistently demonstrating this goal through actions helps to build a great reputation, which is a valuable intangible asset. Companies may improve their reputation and produce long-term value for both the corporation and its stakeholders by implementing this clarity of purpose throughout the organization and ensuring that stakeholders believe the company is following its obligations. Also, Corporate reputation is recognized as one of a company's most important valuable assets, and it is becoming more affected by information available online (Floreddu et al, 2014). In the age of technology, online environments provide new issues as stakeholders depend on multitude of information sources and participate in online discussions that significantly affect company's reputation (Rokka et al., 2014).

Moreover, Crisis management and corporate reputation are related (Tucker and Melewar, 2015). As mentioned by Mills and Morrish (2023), Crisis communication is essential in handling and minimizing the effect of unforeseen circumstances on business operations, and stakeholders' trust. Additionally, the introduction of social media and the internet has transformed reputation management by presenting evolving challenges and opportunities. The internet space provides stakeholders with various contacts to obtain information, express views, and shape their corporate image (Khan and Digout, 2018). Also, stakeholders evaluate companies through electronic word-of-mouth and information shared by users to make informed decisions based on facts use electronic word- of- mouth (e- WOM) and information provided by users to assess companies and make informed decisions based on facts. Moreover, managing online reputation involves constant checking of online platforms, such as social media, online reviews, discussion boards, online journals, and websites (Khalid et al., 2020).

According to Dwivedi et al., (2021), companies should regularly connect with stakeholders, reply to comments, address concerns openly and use social media for community development. As a result, management responses have been viewed as an efficient strategy to enhance their virtual image (Proserpio and Zervas, 2017).

- **Effectiveness of Crisis Management**

According to Brown (2019), Regulation and leadership are necessary in a crisis. Leaders cannot act alone due to time limitations, limited resources, and unclear circumstances. To assist leaders in managing crises, organizations should develop a crisis management team. Leaders rely significantly on crisis management teams. Additionally, in order to have an effective crisis communication management, coordination inside the workplace will strengthen the communication and information flow among different groups and stakeholders, reducing misunderstandings, errors, and conflicts (Daoud, 2024).

Richards (n.d), stated that crisis management team's objectives are to handle and direct individuals, communicate crucial details for every member of the company, collect information from every possible source, assess problems and future harm, and recommend problem solving (Richards, n.d.). According to an article titled "Crisis Management Team: Function, Roles & Responsibilities", which points out the important function of a crisis management team during critical events. The team oversees managing resources and personnel to make sure that operations run smoothly even during hard periods. Clear and effective communication, emergency preparedness, and crisis mitigation are all critical functions. The article also emphasizes the need to have a diversified team with a variety of skills to respond quickly and ensure business continuity. The crisis management team is critical to handling challenging situations and sustaining stability since it focuses on identifying signs of crises, formulating action plans and supporting personnel. Additionally, communication inside the organization is considered to play a significant role in establishing employee attitudes (Karanges, 2014). Effective communication inside a company is crucial for strengthening the relationship between the organization and its personnel. Clear and open communication helps employees stay informed and involved, creating loyalty and trust. This favorable environment promotes productivity and overall organizational success by connecting employees' interests with the aims of the company. Sustaining strong communication strategies is critical for increasing employee commitment and achieving organizational success (Yan, 2022).). As mentioned in the study of Tamimi et al. (n.d.) when companies provide assistance, whether through open communication, flexible rules, or mental health resources, employees are more likely to stay motivated and work productively, especially during challenging times. Making the flow of information easy and accurate, providing clear and enough for the consumer to grasp on. Indeed, effective communication has been recognized as an essential component in crisis management (Brown, 2019).

- **Challenges in Crisis Management**

During the Covid-19 Pandemic, numerous dilemmas arose from policy makers forcing them to make difficult decisions under unprecedented circumstances (Ash et al., 2023). In the situation of the UK government during the pandemic management, although scientific advisers recommended action, the handling of situation did not go well due to slow decision-making and poor execution. Many businesses have been forced to close due to restrictions, received less financial support compared to what was offered during earlier lockdowns. This led to frustration and friction among local leaders. Gomm (2020) stated that, if the policymakers have paid attention to earlier warnings and taken proactive steps to develop a strategy and plan beforehand, this could have helped prevent lessening the impact of the incident (Gomm, 2020).

Similarly, in the first phase of COVID-19 pandemic, some managed to quickly mobilize resources and utilize expertise. And responding efficiently, most water and sanitation operators were unprepared and faced many difficulties in ensuring staff safety, guaranteeing service quality, and providing a good service for vulnerable communities (GWOPA, 2020).

Wijaya et.al (2022), in their study reveals that, unlike manufacturers who uses machines to produce products, service companies frequently encounter complaints due to the difficulties of delivering consistent and standard services (Wijaya et al., 2022). Public Managers and operations staff are typically capable of responding to extraordinary events on an operational level. However, crisis management, which plays a crucial role in handling these events, often face challenges in deciding how to act when their decisions or lack of action lead to negative public chaos. Public utilities will always encounter a range of crises in different levels of severity and durations as part of their regular operations (Maryland Center for Environmental Training, n.d.).

According to Mkhize (2024), the telecommunications industry encounters various challenges that affect its ability to deliver reliable, high-quality services. Some key concerns include network infrastructure, service quality, and cybersecurity, as telecom companies work to address increasing customer demands. These challenges have a significant impact on network performance and overall customer satisfaction (Mkhize 2024). In the findings from the Telecommunication Industry Ombudsman (TIO) in 2023 survey, many people avoid filing complaints with their telecom provider, and for those who do, the process is often long and frustrating. As mentioned by Cherniavska and Mikkelsen (2020) in their research, the presence of social media has an undoubtable role in crisis communication.

– They highlighted that its role in times of crisis relies on the crisis type. However, Facebook has challenges as found in the study due to social media specifically Facebook which may not be sufficient sources of information during crises. Additionally, in the research findings, 46% of Australians who faced a telecommunication issue in the past year did not file a complaint. Of those who didn't complain, 40% felt their complaint would not lead to any meaningful change (Consumer Policy Research Centre for the Telecommunications Industry Ombudsman, 2024).

Relatively, in the sector of energy, the Philippines faces major challenge due to rising demand driven by population growth, rapid economic development, and growing focus on digitalization. With this, changes in energy supply and ongoing threat of natural disasters are likely to continue limiting the country's ability to meet its energy demand. A news article released by Inquirer, one of the biggest energy providers in the Philippines faces numerous complaints from the consumers related to "billing". Although there has been already a statement released by the Meralco with regards to the issue, Arances, conever of Power for People Coalition (P4P), said that Meralco did not provide a clear explanation of how a single household's consumption could increase four times the amount of the previous bill (Domingo, 2020). On the other hand, Oriental Mindoro Electric Cooperative (Ormeco), has also faced numerous complaints due to long power outages. According to Senator Tulfo, the problem has been going on for two decades affecting electric appliances and students who struggle to study. Even worse, electricity rates remain high despite frequent service interruptions. Furthermore, Tulfo added that consumers would not have to suffer if only the concerned agencies do their jobs (Philippine News Agency, 2022)

- **Practice of Crisis Communication Management in Utility Sector**

For utility companies, effective communication and public relations are crucial for companies to establish trust and goodwill with their customers and stakeholders. By integrating key principles such as authenticity, empathy, and inclusivity into their communication and PR strategies, utility companies can gain significant advantage (Domer, 2023). Additionally, when time of crisis a company should practice providing a clear and timley information towards the consumers, Wajahat (2024) stated in the study that in times of crisis, stakeholders rely on organizations to provide timely and clear information, allowing them to make informed decisions.

One utility company that has been praised for its crisis communication management is the Manila Electric Company (Meralco), a premier electricity distributor in the Philippines. In 2015, Meralco stated that 2015 would be a “challenging” year for the utility company due to the anticipated power shortage expected during summer months. In response to this, Manila Electric Company (Meralco) decided to sign a new agreement with PanAsia Energy Inc. for electricity supply to address and reduce the expected power shortages (GMA News Online, 2014). With this, Meralco has bagged a recognition from PRWeek Awards Asia 2016 in Hong Kong for its communication efforts during the summer power supply crisis threat in the Philippines in 2015 (Southeast Asia Infrastructure, 2016). Furthermore, in 2021, Meralco was once again recognized by the 2021 Stevie International Business awards, a global competition that evaluates companies across various industries worldwide. Multiple awards were given not only for delivering consistent and reliable electricity but also for excelling in customer service, communication, and transparency (Manila Standard n.d,).

Maynilad, a water utility in the Philippines, has also bags three international awards for crisis communication. According to Fernandez, the President and CEO of the Maynilad, one of its main goals is to improve the way they communicate to the consumers and uphold the advocacies effectively (Maynilad News, 2019). In 2021, to strengthen the commitment of Maynilad, Policies and Standards with regards to risk management was proposed and signed by the president of the company. Furthermore, the highlight of the Implemented policy emphasizes the need for a structured and timely approach that uses reliable information and considers human and cultural factors (Maynilad, 2021).

As mentioned in the study of Brooks (2019), he emphasizes the need for crisis management teams to effectively deal with emergencies. It highlights that leaders cannot manage crises on their own due to time, limited resources, and uncertainty. Crisis management teams are necessary for managing and directing individuals, providing critical information, gathering and evaluating data, and proposing solutions. In Tarlac City’s basic utilities sector, developing and efficiently employing crisis management teams may significantly improve the organization’s ability to manage crises. These teams use open and coordinated efforts to improve real-time communication, maintain operational honesty, and increase consumer trust and loyalty. Additionally, the practice of crisis management has been beneficial for every company as it enables them to navigate and respond to challenges effectively. Looking into the issue of Johnson & Johnson, it has demonstrated that the importance of immediate action and transparent communication is pivotal in rebuilding consumers’ trust.

In the same way, integrating strategies such as frameworks, policies, and communication has contributed to delivering services in the utility sector, as demonstrated by companies like Meralco and Maynilad. However, in many sectors, challenges are inevitable, and business owners often encounter obstacles along the way. According to Wijaya et al. (2022), unlike manufacturers who use machines to produce products, service companies frequently face complaints due to difficulties in delivering consistent and standardized services. During the COVID-19 pandemic, numerous issues arose, such as a lack of preparedness, operational struggles, and public dissatisfaction. For instance, public utilities and water operators struggled to maintain service quality for vulnerable communities. The telecommunications sector also encountered significant challenges in delivering quality services, with many consumers choosing not to file complaints, believing their concerns would not result in meaningful change. In the Philippines, the energy sector faced numerous consumer complaints, and although companies issued statements, dissatisfaction persisted due to unclear explanations. Although, in the Philippines, Facebook application is not just a social media site for the citizens, but it is also a main source of information and a pathway by which e-commerce companies can communicate with their prospect consumers (Statista, 2025).

In many instances, building the trust of consumers is crucial for every company. Handling issues, whether through swift action, clear communication, or implementing strategies, companies that prioritize consumers are better equipped to recover from crises and sustain their reputation.

- **Research Methodology and Design**

The study's research design combined both qualitative and quantitative methods. Particularly, the study used exploratory sequential design to collect necessary data.

Data for qualitative part were found through interviews. On the other hand, to evaluate the communication strategies, the quantitative part used a survey questionnaire. All participants in the data collection consisted of various individuals to ensure that the data are broader to answers the study's objective.

By integrating qualitative and quantitative methods, the researchers were able to reach in-depth set of data.

RESEARCH LOCALE

This research was conducted in Tarlac City, Tarlac. According to the Provincial Government of Tarlac Citizen Charter (2021), Tarlac City was the most urbanized municipality in Tarlac Province, making it a perfect fit for the study.

Specifically, the research study was conducted in the offices of the basic utility companies located in Tarlac City and via online interview. Additionally, to specifically gather data from the consumers or subscribers of the basic utility companies, the study also took place in the top three most populated barangays in Tarlac City, which, according to the data of City Planning and Development Office (CPDO) of the municipality of Tarlac, as projected in the year 2025, the most populated barangays in the city are San Vicente, Matatalaib, and San Rafael.

The choice of Tarlac City as the research locale ensures accessibility to the target population. This setting provides the researchers with the opportunity to explore and evaluate the communication strategies used by the basic utility companies to address service disruption, and through this, the study aims to propose a crisis communication management plan.

RESEARCH PARTICIPANTS

In-depth interviews were conducted with at least two members from the public relations teams and/or from employee who has a direct involvement in the communication strategy used by the Tarlac City's basic utility providers, specifically Tarlac Electric Inc., TCWD - Prime Water, and Converge ICT Solutions Inc. Tarlac City.

In order for the researchers to gather information about the consumers' satisfaction with the crisis communication strategies used by the basic utility companies during service disruptions, two hundred (200) respondents who are subscribers of the three basic utility companies mentioned above also served as the participants of this study.

By including both the consumers and the employees of the utility companies as the respondents of the study, it ensures that the data was gathered accurately and free from bias.

RESEARCH INSTRUMENT

The instruments used in this study are self-developed and adapted questionnaire. A self-developed interview questionnaire was used, specifically a semi-structured interview to gather data from the utility comapany's employee.

Meanwhile, in conducting the quantitative, an adapted survey questionnaire using a Likert scale was used. This survey questionnaire gathers subscribers' perspectives to evaluate the communication strategies used to address service disruptions.

In line with this, the questionnaires both developed and adapted underwent a content validation by exprets—one in crisis communication and two from the basic utility sector. These experts evaluated the questions to ensure that it is align and answers the study's objectives.

SAMPLING TECHNIQUE

Three sampling technique was used in this study, a combination of Purposive, Stratified, and Convinience sampling. In the selection of the qualitative respondents, purposive was used. On the other hand, the quantitative utilized stratified and convenience sampling.

For the qualitative part, purposive sampling was utilized to address the first three specific objectives. The respondents were identified as individuals who worked in customer relations team or someone who has a direct involvement in the crisis communication strategy used by basic utility companies. The respondents were chosen according to their expertise and direct involvement in managing the crisis communication strategies used during service disruptions.

On the other hand, for the quantitative part, stratified sampling was used to gain better perspectives from the consumers or subscribers to evaluate the crisis communication strategies provided by the basic utility companies during the service disruption. To determine the equal representation of the 200 participants across the top three most populated barangays, stratified sampling was applied. The researchers used the formula of stratified sampling technique to determine the sample size per stratum based on their barangays. With 77 participants from Barangay Matatalaib, 66 from Barangay San Rafael, and 57 from Barangay San Vicente. Additionally, the participants for this were obtained through convenience sampling, which is based on the availability and accessibility of the researchers to the respondents.

Barangays	Population	Sample Size
Matatalaib	28, 249	77
San Rafael	23, 782	66
San Vicente	20, 504	57
Total	**72, 535**	**200**

Table 1. Population and Sample Size of the Study

DATA GATHERING PROCEDURE

Before administering the research instruments used in this study—semi-structured interview and survey questionnaire—the researchers sought approval from their research adviser and the administrative heads of converge. As for Tarlac Electric Inc. and Tarlac City Water District-Prime Water Tarlac City, the researchers only sought approval from the interviewee. Additionally, the researchers also seek an approval from the questionnaire validators. Once approval was secured, the respondents of this research study were informed about its purpose, and a schedule was coordinated based on their availability.

Respondents were briefed on the importance of their participation and assured of the confidentiality of their responses. After completion, the questionnaires were collected, tallied, coded, interpreted, and analyzed using proper tools to ensure the reliability and validity of the results. This systematic process ensures the integrity and accuracy of the data gathered for the study.

DATA ANALYSIS

This study used a thematic and descriptive statistics to organize the gathered data. Thematic analysis was used to answers the study's first three specific objectives. Through this, the researchers idetified themes and sub-themes that are align to the study's objectives.

Descriptive statistics, on the other hand was used in organizing the data collected from quantitative. This focused on the subscribers' satisfaction about the crisis communication strategies used by the basic utility companies.

Limits of Index	Verbal Descriptions
4.50 – 5.00	Very Satisfied
3.50 – 4.49	Satisfied
2.50 – 3.49	Moderately Satisfied
1.50 – 2.49	Dissatisfied
1.00 – 1.49	Very Dissatisfied

ETHICAL REASONING

The study follows strict ethical standards to ensure that participants' privacy is protected during the conduct of this research study and that all information collected is used solely for academic purposes. Additionally, all participants agreed to the informed consent provided before any data collection began. Furthermore, with respect to the Data Privacy Act of 2012, all information, including the identities of participants, was kept anonymized and confidential and was used for the purposes of the study.

1. *Qualitative Results*

This section shows the results on the qualitative part specifically gathered from the interview proper of the basic utility company's employee. This specifically answers the statement of the problem of the study which seek to find out the crisis communication strategies used, factors influencing the selection of crisis communication strategies, and the challenges encountered in implementing effective crisis communication strategy.

Table 2. Profile of the Respondents

Respondents	Company
Participant 1	Converge
Participant 2	Converge
Participant 3	Prime water
Participant 4	Prime water
Participant 5	Tarla Electric Inc.
Participant 6	Tarla Electric Inc.

Table 2 shows the profile of the participants gathered from the qualitative part. The study involved six participants from three different basic utility companies. Two participants were from Converge, Prime Water, and Tarlac Electric Inc. These respondents were purposively selected based on their roles and experiences in handling crisis communication within their respective company. All their insights provided a diverse perspective on the communication strategies used to address service disruptions and are essential to the study.

Table 3. Communication Strategies During Service Disruptions

Themes	*Excerpts*
Theme - 1 Digital Communication	*"Ah we used Facebook as our platform, magsend ng information to disseminate sa mga clients namin Also, we have text blast and email blast sa mga clients namin." **P1 Converge***

"Ang pinaka main namin is the Official Page na kung Saan nag re-reach out ang Converge National, Okay? So, we have the official Facebook, yan 'yong platform na ginagamit natin, we have the page." ***P2 Converge***

"Text messages through phone number of concessionaires, and social media post." ***P3 PrimeWater***

"Through social media, pag-post sa account ng kompanya (Facebook), text messages or text blast sa mga numero ng mga consumers para mabilis inaalam ang service disruption" ***P4 PrimeWater***

"Through text, through facebook nakakalat namin yung interruption na mangyayari or 'yong message na kailangan namin inahatid sa mga customer" ***P5 TEI***

	"Posting updates on social media, particularly Facebook, sending notifications via SMS" ***P6 TEI***
	"Using a multi-channel approach—combining social media and SMS—ensures a wider reach, timely updates, and better customer engagement." ***P6 TEI***

Table 3 presents the theme that emerged on the statement of problem one. Based on the answers of the interviewees, one theme that developed was digital communication.

Due to the continued growth of digitalization, most of the companies opt to adapt to it. Facebook posting as a communication strategy was the most used for companies for a more convenient and wider reach when disseminating information regarding the disruptions where in the mentioned app people are actively participating.

CONVERGE

Participant one mentioned that they utilize Facebook posting as communication strategies during service disruptions to send and share information with their customers. In addition to Facebook, they also rely on text and email messages to disseminate updates.

“Ah we used facebook as our platform, magsend ng information to disseminate sa mga clients namin Also, we have text blast and email blast sa mga clients namin.” **P1 Converge**

Participant two also mentioned that they have an official page through which they connect with their customers during service disruptions. Specifically, they utilize the use of their National Facebook Page to engage and provide updates.

"Ang pinaka main namin is the Offical Page na kung saan nag re-reach out ang Converge National, Okay? So, we have the official Facebook, yan ‘yong platform na ginagamit natin, we have the page." **P2 Converge**

PRIME WATER

Although social media like Facebook has created a big shift in terms of information dissemination, of course, with the volume of its users, there is still a need for the company to utilize multi-communication strategies such as using a social media platform and texting to better meet the needs of consumers.

“Text messages through phone number of concessionaires, and social media post.” **P3 PrimeWater**

“Through social media, pag-post sa account ng kompanya (Facebook), text messages or text blast sa mga numero ng mga consumers para mabilis ipaalam ang service disruption” **P4 PrimeWater**

Based on the study of Cherniavska and Mikkelsen (2020), the implementations of social media sites have an undoubtable role in crisis communication. They highlighted that the part of social media in emergencies relies on the crisis type. However, according to the study Facebook imposed a challenge because it may not be a sufficient source of information during crises.

Similarly, Participants five and Participants 6 utilize text messaging and Facebook posting to effectively share information about disruptions.

“Through text, through facebook nakakalat namin yung interruption na mangyayari or ‘yong message na kailangan namin ipahatid sa mga customer” **P5 TEI**

“Posting updates on social media, particularly Facebook, sending notifications via SMS” **P6 TEI**

Participants six also stated that employing a variety of channels guarantees access to a broader audience.

"Using a multi-channel approach—combining social media and SMS—ensures a wider reach, timely updates, and better customer engagement." **P6 TEI**

Table 4. Factors Influencing the choice of Communication Strategy

Themes	*Excerpts*
Theme1 – Subscriber focused Approach	
• **Accessibility**	*"Bakit Social Media ang ginagamit namin? Una, accessible siya sa mga tao, so alam naman natin 'yong mga Pilipino, karamihan 'yan ang gamit nila. And then isang post lang yan, millions na ang makakabasa." P2 Converge*
	"Your announcement would be useless if the target audience does not have access to the information, you are feeding them." P3 Prime Water
	"Kaya ayan more on Facebook kasi 'yon ang nakikita namin or ng company namin na in-demand ngayon or madali accessible siya sa lahat. Mapa-bata, mayamatanda." P5 TEI

*"Customer accessibility to the chosen communication channels." **P6 TEI***

- **Effectivity**

*"Effective siya syempre kaya 'yon 'yong ano no tinitiyagan natin negayon is 'yong mga customers natin negayon is nakatutok sa social media, electronic devices na tayo negayon so makikita nila kaagad ano 'yong notice once na merong service disruption or may outage doon sa area nila." **P1 Converge***

*"So isang reason din yon kung bakit nako-localize din yung kanyang operation. For example, dito sa Tarlac, ang mga nag-ha-handle is mga taga-Tarlac. Okay? They know the geography, alam nila 'yong culture ng isang lugar so it's a communication barrier kung ibang tao ang mag-ma-manage." **P2 Converge***

Theme 2 – Resources

- **Technology**

"For example, sa technology na gamit namin. Ano bang technology ang ginagamit namin? We're using the Fiber optic. That's a technology, 'di ba? Bakit hindi copper? Luma na 'yon, mas mabagsto pa. Ang fiber optic, light yan e, mas mabilis." ***P2 Converge***

"Availability of resources plays a pivotal role in choosing a communication strategy like for example you cannot chose social media platform as a communication tool when the area does not have enough resources such as electricity or signal during crisis such as storm." ***P3 TEI***

"Nahawasan din yong trabaho namin sa tulong ng mga technologies. Malakinge tulong siya para sa amin atsaka para kay consumer." ***P5 TEI***

"Advanced communication tools (automated SMS, chatbots, social media management platforms) enhance speed and reach." ***P6 TEI***

- **Budget**

"Syempre, actually okay ang ano, ang facebook, free 'to ano free 'to na access 'di ba, so ayon 'yon bali budget wise mas makakamura kami dba makakatipid kami using hindi mo na kailangan mag subscribe to any app na kailangang may bayad para lang makapag reach out ako sa mga clients namin diba facebook mag popost ka lang makikita na, pag alam nila yung page mo makikita na nila." ***P1 Converge***

"So, in terms of budget, sa paggamit ng communication, so balik tayo, traditional, dati, kung ma-o-observe Ninyo. Ewan ko kung buhay pa 'to. Sa mga ibang telco, pinapadala through courier, expense? We will send sa text, email, or we will use the

• **Personnel**	*"Yes! Actually, personel lang basta may naghahandle ng page niya inoopost ko lang agad screenshot ko lang yung notice namin that's it 'di ba." **P1 Converge***
	*"Again, ang technology na ginagamit namin dito ay to minimize the manpower. Hindi kami mag-ha-hire ng maraming manpower." **P2 Converge***
	*"A well-staffed team ensures faster response times and better customer support." **P6 TEI***

Theme 3 – Company Management

• **Policies**	*"Okay, sige. Sa company we're really particular about data privacy, okay? So, hindi dapat ma-compromise 'yong mga data or yong mga information ng subscribers namin. And then wala kang ma-va-violate in terms of human rights, no harassment." **P2 Converge***

	"We have guidelines, we have the policy. For handling customer service." ***P2 Converge***
	"So, we formulate the policy para maging guided kami, as nasa business sector at the same time, aligned 'yan sa consumer policy namin. So again, 'yong satisfaction in terms of customer service aligned yan sa policy." ***P2 Converge***
	"Before we will post, dadaan 'yan for the deliberation. So, we have quality control, mayroche-check 'yan' and sila lang 'yong official to post. May nagha-handle niyan." ***P2 Converge***
• **Leadership**	*"Iyong leaders namin bago nila ipagamit 'yon kailangan munang aralin muna on how to, paano I secured, yan ba is wala tayong lalabagin sa data privacy yung mga ganon."* ***P1 Converge***

	"Leadership decisions greatly affect the communication strategies chosen for how the leaders lay their plans on how they will communicate with their concessionaires." ***P3 Prime Water***
	"Pero lahat ng posting for interruption ng ganiyan, may emergency, si TEI yon lahat, bale main office lahat sya yong posting, sa higher depaxmet siya." ***P5 TEI***
• **Collaboration**	*"Kung meron kaming ibang other way or mas napapadali yong work, sinasuggest din namin doon sa higher and then, iaapprove naman nila and kung nakikita nila na mas napapadali yong trabaho."* ***P5 TEI***

CONVERGE

According to the data collected from the interviews, the factors influencing the choice of communication strategy were primarily centered on the main theme which is subscriber-focused approach. The second participant mentioned that accessibility is one of the major factors influencing the choice of communication. They emphasized that ensuring subscriber access to the communication strategy is their top priority, highlighting the importance of availability to the public.

"Bakit Social Media ang ginagamit namin? Una, accessible siya sa mga tao, so alam naman natin 'yong mga Pilipino, karamihan 'yan ang gamit nila. And then isang post lang yan, millions na ang makakabasa." **P2 Converge**

Accessibility changes how a company chooses a perfect communication strategy that is applicable for most of their subscribers. A service disruption will not be disseminated properly if consumers do not have access to it. Not having them informed about the service disruptions can lead to them complaining and can cause an issue, putting the company's image at stake.

Additionally, Participant one shares that effectivity of the communication strategies affects how they choose the proper and applicable communication strategies, highlighting that if its effective for the public they will continue using it as long as customers are continue using it.

"Effective siya syempre, kaya 'yon 'yong ano no tinitignan natin ngayon is 'yong mga customers natin ngayon is nakatutok sa social media, electronic devices na tayo ngayon so makikita nila kaagad ano 'yong notice once na merong service disruption or may outage doon sa area nila." **P1 Converge**

Participant two, has also mentioned that language in specific geography has an impact in choosing effective crisis communication strategies.

"So isang reason din yon kung bakit naka-localize din yung kaniyang operation. For example, dito sa Tarlac, ang mga nag-ha-handle is mga taga-Tarlac. Okay? They know the geography, alam nila 'yong culture ng isang lugar, so it's a communication barrier kung ibang tao ang mag-ma-manage." **P2 Converge**

Moreover, familiarity also plays a role in choosing the right communication channel. As per the first participant, through the use of Facebook postings everyone is familiar with it. Relatively, in the Philippines, Facebook is more than just a social media site for people; it is also an important news source and an instrument for online businesses to communicate with potential customers. (Statista, 2025).

“Facebook is ang pinaka parang familiar lahat, familiar lahat ng clients natin pag sinabing facebook alam nila yan.” **P1 Converge**

Similarly, resources have also emerged as another theme in relation to the factors influencing the choice of communication strategies. According to the first participant, in terms of budget, social media applications with cost-effective value such as Facebook helps the company to continue its operations without overspending on communication efforts. In contrast to traditional means of communication which requires a lot of budgets, by using posting through Facebook, the company can disseminate information in a more convenient, effective, and affordable way.

“Syempre, actually okay ang ano ang facebook, free ‘to ano free ‘to na access ‘di ba, so ayon ‘yon bali budget wise mas makakamura kami dba makakatipid kami using hindi mo na kailangan mag subscribe to any app na kailangang may bayad para lang makapag reach out ako sa mga clients namin diba, facebook mag popost ka lang makikita na, pag alam nila yung page mo makikita na nila.” **P1 Converge**

Supporting this, Participant Two also motioned that while other telecommunication companies still use a traditional way of sending notifications to their consumers, which requires a lot of budgets. Converge adapted to the needs of the time, which is to cope with the technology that requires a low-cost budget.

"So, in terms of budget, sa paggamit ng communication, so balik tayo, traditional, dati, kung ma-o-observe Ninyo. Ewan ko kung buhay pa ‘to. Sa mga ibang telco,pinapadala through courier, expense? We will send sa text, email, o we will use the email blast, at 'yon, may responsible doon." **P2 Converge**

"So again, balikan natin si Facebook, mas cheap siya, wala kang babayaran 'di ba?"
P2 Converge

To strengthen this, the company uses Fiber optic as a technology which only requires a low-cost budget and is convenient for the chosen communication strategies such as posting on their Facebook account.

"For example, sa technology na gamit namin. Ano bang technology ang ginagamit namin? We're using the Fibr optic. That's a technology, 'di ba? Bakit hindi copper? Luma na 'yon, mas magastos pa. Ang fiber optic, light yan e, mas mabilis." **P2 Converge**

With regards to personnel, it was concluded that having fewer staff does not mean the work is less efficient or slower. The participants have shared that the technology they use helps the company to work effectively, even with minimal manpower.

"Yes! Actually, personel lang basta may naghahandle ng page niyo ipopost ko lang agad, screenshot ko lang yung notice namin that's it 'di ba." **P1 Converge**

"Again, ang technology na ginagamit namin dito ay to minimize the manpower. Hindi kami mag-ha-hire ng maraming manpower." **P2 Converge**

Company Management has also appeared as a theme in factors of choosing communication strategies. Participants revealed that there are company policies that must be considered when choosing an effective crisis communication strategy. According to participant two, privacy is a key concern before implementing any communication strategy.

"Okay, sige. Sa company, we're really particular about data privacy, okay? So hindi dapat macompromise 'yong data or 'yong information ng subscribers namin. And then, wala kang ma-vaviolate in terms of human rights, no harassment." **P2 Converge**

Additionally, Participant 2 highlighted that there are specific guidelines in place to ensure quality service to customers during service disruptions.

"We have guidelines, we have the policy for handling customer service." **P2 Converge**

Therefore, leadership has also emerged as a sub-theme in factors influencing the choice of communication strategies. The first participants highlighted that leaders make a great contribution in understanding and implementing the right communication strategies.

"Iyong leaders namin, bago nila ipagamit 'yon kailangan munang aralin muna on how to, paano I secured, yan ba is wala tayong lalabagin sa data privacy yung mga ganon." **P1 Converge**

Participants five and six stated that accessibility is one of the key factors they consider when choosing an effective communication strategies to help them disseminate the information about the service disruptions.

"Customer accessibility to the chosen communication channels." **P6 TEI**

It was also pointed out by participant five that currently, Facebook posting is one of their main communication strategies as Facebook has seen to be the most in-demand social media platforms used by consumers across all age groups.

“Kaya ayon more on Facebook kasi ‘yon ang nakikita namin or ng company namin na in-demand ngayon or madali, accessible siya sa lahat. Mapa-bata, mapamatanda.“ **P5 TEI**

As digital communication continues to rise, people are becoming more familiar and reliant with its use. Social Media Platform such as Facebook is becoming a primary source of information for many people because of its accessibility and popularity as supported by participant 6.

As supported by Participant Five Facebook became a top name apps across the country; people used Facebook more regularly than checking text messages. Therefore, through posting on Facebook helps the company to employ effective communication between them and their consumers.

”*Through facebook, kasi sa ano natin ngayon, more on halos lahat, hindi namn natin masasabi na lahat, pero halos, mas marami ang gumagamit through facebook. Hindi kagaya pag through text lang.”* **P5 TEI**

"The popularity of the platform used to communicate service disruptions." **P6 TEI**

Resources such as technology became another factor in choosing communication strategies. Respondents' testimonies highlighted the importance of technology in selecting effective communication strategies. One participant shared that the use of technology not only helped lighten workloads by making tasks more efficient but also shifted the way consumers access to information.

“Nabawasan din yong trabaho namin sa tulong ng mga technologies. Malaking tulong siya para sa amin atsaka para kay consumer.” **P5 TEI**

To support this, another participant emphasized that the use of advanced tool improves the information dissemination during service disruptions.

“Advanced communication tools (automated SMS, chatbots, social media management platforms) enhance speed and reach.” **P6 TEI**

On the other hand, just like technology, one key factor to consider is the budget.

Based on the data gathered through interviews, budget serves an important role in choosing an effective crisis communication strategy. A participant shared that the higher budget a company has, the more options they can invest in different communication strategies.

“A higher budget enables multi-channel communication with paid ads, real time alerts, and crisis teams, while a limited budget restricts outreach to free or low-cost platforms.” **P6 TEI**

Fortunately, there are still some cost-effective strategies, such as using Facebook posting. These have become a practical option for companies with limited budgets because it is accessible and available for free.

Table 5. Challenges encountered in implementing Effective Crisis Communication

Theme	Excerpt
Theme 1- Adaptability	*"Since ang facebook, ang messenger, hindi namin sila control once na, na experience nivo na facebook nag down. Kapag nag down ang facebook kunwari gusto namin mag post dahil meron kaming outage kailangan namin si facebook hindi namin ma access. Kaya sabi ko nga meron kaming email meron kaming text blast so doon, so hindi man kami makita sa soc-med."* ***P1 Converge***
	"Some people opt for a much traditional way of communicating when there are much advance options that are much easier to obtain and navigate, most

common examples of these are the older generations who doesn't know how to use modern technologies such as social media and phones where most companies opt to inform their audiences." ***P3 Prime Water***

"As opposed to people who likes to consume their daily communication through much advance options, availability may come in the way especially when telecommunication becomes unavailable during disasters." ***P3 Prime Water***

"'yong mga matatanda hindi sila updated through facebook. lalo na yung mga ano namin lahat ng post namin regarding sa mga ano namin is through facebook." ***P5 TEI***

"Difficulty in reaching customers without Facebook or registered contact details." ***P6 TEI***

Theme 2- Employee Coordination	*"Paano naman in terms of sa department, may crisis, e hindi mo pwedeng i-blame yong isang department, "Kasalanan nyo yan". Dito, we need to resolve. Problem na yan e. Ah, ano bang gagawin natin? Ano ba solusyon? Kailangan ko bang awayin ang technician? Hindi. Kasi makakadagdag lang siya sa mga problema nyo internally kapag hind mo siya inayos." **P2 Converge***
	*"We can't diminish the effect of how personal issues can constrict how the team will coordinate communication." **P3 Prime Water***
	*"Sa mga business minsan kapag mga kakilala nila. Si mismong crew o employee na naoopen sa customer na dapat hindi pa siya idisclose. Minsan nag kakaproblema din syempre ung mga iba pupunta saamin na tas saaabiing totoo ba yong ganun na ganito ganyan sabi daw mawawalan ng ganito ganyan." **P5 TEI***

	"May mga times, for example minsan may mga customer na alam na, pero hindi pa nalalabas ang data. Wala pang memo, syempre tatawag kami kay attending department or higher position na maam 'yong mga iba nagtatanong na po syempre kami tho alam namin na tama yong sinasabi ni costumer na aware na siya hindi namin mailabas pa kasi wala pa siya doon sa post." ***P5 TEI***
Theme 3 – Timeliness and Accuracy of Announcement	*"Sabihin na natin na, mali yong information na binigay mo hindi naman sa Moncada e sa Maliwalo lang…Usually, may mga ganyan naman, syempre mga business effect yan. So balik tayo don, sincerity and the transparency."* **P2 Converge**
	"There have been instances wherein delays/misinformation caused issues, like for example typographical errors in time,

error in input of date or even the location."

P3 Prime Water

"Kadalasan nag eextend pa ng 2-3 hours lalo na 'yon tatawag at tatawag syempre sila costumer hindi nila naiintindihan 'yong cause ng extension ng power disruption kaya ayun dapat iexplain at malaman. Hindi nga naman sila aware kung ano 'yong nangyayari saatin kaya ayon" ***P5 TEI***

"TEI's main challenges during service disruptions are lack of timely notices for emergency disruptions" ***P6 TEI***

"There is no misinformation, but the timing of disruptions can change depending on various factors. " ***P6 TEI***

CONVERGE

Participant one stated that the challenge they encountered is when Facebook may go down and, in such cases, they need to adopt alternative methods to notify their consumers. During crises like this, they inform their consumers through email or text messages to make sure they are timely communication.

“Since ang facebook, ang messenger, hindi namin sila control once na, na experience niyo na facebook nag down. Kapag nag down ang facebook kunwari gusto namin mag post dahil meron kaming outage kailangan namin si facebook hindi namin ma access. Kaya sabi ko nga meron kaming email meron kaming text blast so doon, so hindi man kami makita sa soc-med.” **P1 Converge**

Another challenge encountered is Employee Coordination. Participant two states that in times of crisis, it does not matter which department is to blame, as that only adds to internal problems. What matters is solving the issue quickly.

"Paano naman in terms of sa department, may crisis, e hindi mo pwedeng i-blame yong isang department, “Kasalanan niyo yan”. Dito, we need to resolve. Problem na yan e. Ah, ano bang gagawin natin? Ano ba solusyon? Kailangan ko bang awayin ang technician? Hindi. Kasi makakadagdag lang siya sa mga problema niyo internally kapag hind mo siya inayos." **P2 Converge**

Participant Two, on the other hand mentioned that when a case of misinformation happens in informing the public about service disruptions, they go back to their principles, which are to have sincerity and to show transparency to their consumers. This implies that in times of crisis, being sincere about what you are doing will help to lessen the burden amidst the disruptions. One study state that coordination strengthens communication and information flow among different groups and stakeholders, reducing misunderstandings, errors, and conflicts (Daoud, 2024).

Participant Two, on the other hand mentioned that when a case of misinformation happens in informing the public about service disruptions, they go back to their principles, which are to have sincerity and to show transparency to their consumers. This implies that in times of crisis, being sincere about what you are doing will help to lessen the burden amidst the disruptions. One study state that coordination strengthens communication and information flow among different groups and stakeholders, reducing misunderstandings, errors, and conflicts (Daoud, 2024).

PRIME WATER

Participant three states that the challenges they encounter are that some people prefer traditional way of communication, even though there are more advanced options that are easier to access and use. A common example is the older generation, who may not be familiar with modern technologies.

"Some people opt for a much traditional way of communicating when there are much advance options that are much easier to obtain and navigate, most common examples of these are the older generations who doesn't know how to use modern technologies such as social media and phones where most companies opt to inform their audiences." **P3 Prime Water**

Participant three also stated that while others preferred an advanced way of communicating in their everyday lives. There are times during disaster, when telecommunications are unavailable, and the use of these modern alternatives becomes difficult. Such cases, people may need to use traditional communication to get valuable information.

"As opposed to people who likes to consume their daily communication through much advance options, availability may come in the way especially when telecommunication becomes unavailable during disasters." **P3 Prime Water**

Another challenge that has developed is employee coordination. Participant three stated that personal concerns have a significant impact on how to communicate and work inside the workplace. When team members are struggling with personal issues, communication becomes more difficult therefore, teamwork is affected. Ignoring the effects may result in poor teamwork, affecting the crisis communication strategies used by the utility company. Supporting this, as stated in the study of Tamimi et al. (n.d.) when companies provide assistance, whether through open communication, flexible rules, or mental health resources, employees are more likely to stay motivated and work productively, especially during challenging times. Therefore, employee coordination inside the workplace helps the company to process all the information needed when time of crisis.

"We can't diminish the effect of how personal issues can constrict how the team will coordinate communication." **P3 Prime Water**

Another challenge that has appeared is Timeliness and Accuracy of Announcement. Participant three states that errors in announcements, such as incorrect times, dates, or location can cause confusion or delays. These errors are usually caused by minor typos or inaccurate data entry, which can lead to communication issues.

"There have been instances wherein delays/misinformation caused issues, like for example typographical errors in time, error in input of date or even the location." P3 Prime Water

TARLAC ELECTRIC INC.

Participants five stated that Facebook is one of the platforms they use to share information. Through posting on their Facebook page, the company ensures that all information needed for service disruptions are properly communicated. However, they also noted that adapting to modern technologies can be challenging, especially for older people.

"'yong mga matatanda hindi sila updated through facebook, lalo na yung mga ano namin lahat ng post namin regarding sa mga ano namin is through facebook." **P5 TEI**

Participant six also stated that reaching customers who neither have a Facebook account nor registered contact details is challenging. Implicating to provide an alternative way to disseminate the information so that no one should be left behind.

"Difficulty in reaching customers without Facebook or registered contact details." **P6 TEI**

An additional challenge that has arisen is Employee Coordination. Participant five mentioned that there are instances where crew members or employees share information before the company officially posts it. As a result, employees face challenges when customers approach them with questions about the shared information.

"Sa mga business minsan kapag mga kakilala nila. Si mismong crew o employee na naoopen sa customer na dapat hindi pa siya idisclose. Minsan nag kakaproblema din syempre ung mga iba pupunta saamin na tas sasabihing totoo ba yong ganun na ganito ganyan sabi daw mawawalan ng ganito ganyan." **P5 TEI**

"May mga times, for example minsan may mga customer na alam na, pero hindi pa nalalabas ang data. Wala pang memo, syempre tatawag kami kay attending department or higher position na maam 'yong mga iba nagtatanong na po syempre kami tho alam namin na tama yong sinasabi ni costumer na aware na siya hindi namin mailabas pa kasi wala pa siya doon sa post." **P5 TEI**

Further issues that have developed are the timeliness and accuracy of announcements. Participant five stated that when disruption lasts longer than the expected time, customers tend to call the employees. In response, the employees explain the reasons for the extended disruption, highlighting the importance of accurate and timely announcements to manage customer expectations effectively. As supported by Wajahat (2024), In times of crisis, stakeholders rely on organizations to provide timely and clear information, allowing them to make informed decisions.

"Kadalasan nag eextend pa ng 2-3 hours lalo na ‘yon tatawag at tatawag syempre sila costumer hindi nila naiintindihan ‘yong cause ng extension ng power disruption kaya ayun dapat iexplain at malaman. Hindi nga naman sila aware kung ano ‘yong nangyayari saatin kaya ayon" **P5 TEI**

Supporting this, Participant 6 mentioned that TEI faced a major challenge during service disruption which is the absence of timely notification for emergency disruption.

“TEI's main challenges during service disruptions are lack of timely notices for emergency disruptions” **P6 TEI**

Participant six also mentioned that while the information given is correct, the timing of disruptions can change. This is due to factors such as unexpected issues or delays that may impact when disruption begins or ends.

“There’s no misinformation, but the timing of disruptions can change depending on various factors. " **P6 TEI**

2. Quantitative Results

This section shows the results on the general problem concerning the evaluation of crisis communication strategies used by the basic utility companies in Tarlac City. The first part shows the merged data gathered from the 200 respondents across the three most populated barangays in Tarlac City. Following this are the data gathered from each barangay to have an in-depth analysis of the findings.

Table 6. Evaluation of Crisis Communication Strategies of Converge

	STATEMENTS	MEAN	DESCRIPTION
1.	*I am satisfied with the utility company's use of Facebook posts as a communication strategy during service disruptions.*	3.63	**Satisfied**
2.	*I am satisfied with the utility company's use of text messages as a communication strategy during service disruptions.*	3.66	**Satisfied**
3.	*I am satisfied with the utility company's use of emails as a communication strategy during service disruptions.*	3.55	**Satisfied**
4.	*I am satisfied with the utility company's use of multiple communication strategies (e.g., Facebook, text messages, and emails) to inform me about service disruptions.*	3.73	**Satisfied**
5.	*I understand the messages communicated by the utility company during service disruptions.*	3.93	**Satisfied**
6.	*I am satisfied with the details provided in digital communication tools and platform (e.g., Facebook, Text Messages, and emails) and they are appropriate during service disruptions.*	3.77	**Satisfied**
7.	*The utility company announces service disruptions in advance.*	3.37	**Moderately Satisfied**
8.	*I am satisfied and engaged with the utility company's communication strategies due to their easy accessibility and immediate responses during service disruptions.*	3.51	**Satisfied**
9.	*I am satisfied with the utility company's communication strategy in responding to customer concerns during service disruptions.*	3.49	**Moderately Satisfied**
10.	*I am satisfied with the utility company's overall communication strategies, as they contribute positively to my perception of the company.*	3.71	**Satisfied**
	TOTAL MEAN	**3.63**	**Satisfied**

Table 6 presents the evaluation of the crisis communication strategies used by Converge to address service disruptions. For Statement 1, which highlighted the company's use of Facebook posting as a communication strategy, the mean score generated is 3.63, which is interpreted as Satisfied. While the use of text messages received a mean score of 3.66, also interpreted as Satisfied. However, Statement 3 reflects that the use of email messages achieved a mean score of 3.55 lower than Facebook posting and text messages, although still categorized as Satisfied.

Additionally, Statement 4 involves the use of multiple communication strategies generating a mean score of 3.73 under Satisfied, signifying that employing different communication strategies helps to effectively disseminate necessary information during service disruptions.

In terms of the message clarity and content, Statement 5 reveals that customers understand the messages delivered during service disruptions, getting the highest mean score of 3.93 which obviously falls below the range of satisfied. Directly succeeding in this, Statement 6 showed the details used in their communication strategies, getting a mean score of 3.77, which also establishes that the information provided is appropriate and detailed according to the users.

Furthermore, Statement 7, which evaluates the promptness of announcing service disruptions, received the lowest mean score at 3.37 and this falls under the Moderately Satisfied category. Highlighting the need for enhancement to help customers to prepare for service disruptions.

Statement eight, which tackles accessibility and responsiveness, are assessed providing a mean score of 3.51 which falls below the range of satisfied. On the other hand, statement nine, which assesses the utility company's responsiveness during service disruptions received a mean score of 3.49 "Moderately Satisfied," showing the need to strengthen costumer relations during service disruptions and displaying a more responsiveness effort towards costumers' queries and questions.

Finally, Statement 10 reflects satisfaction towards Converge Communication strategies, receiving a mean score of 3.71 "Satisfied," indicating that subscribers recognize the organization's crisis communication efforts positively.

Having a total mean score of 3.63, with the description Satisfied, the evaluation of crisis communication strategies used by converge represented a general positive evaluation of their crisis communication strategies. It underlies the effects of informing subscribers during service disruptions and significantly contributes to the satisfaction of their customers despite the challenges in service delivery.

The results of the data gathered imply that while Converge received a majority of good ratings, there is still room for improvement, specifically in how they communicate the disruptions on time and their responsiveness during service disruptions. When this is observed and taken into consideration, the company's use of communication strategies will be more effective.

Table 7. Evaluation of Crisis Communication Strategies of Prime Water

	STATEMENTS	MEAN	DESCRIPTION
1.	*I am satisfied with the utility company's use of Facebook as communication strategy during service disruptions.*	*3.23*	***Moderately Satisfied***
2.	*I am satisfied with the utility companies use of text messages as a communication strategy during service disruptions.*	*3.13*	***Moderately Satisfied***
3.	*I am satisfied with the utility companies use of multiple communication strategies (e.g., Facebook and text messages) to inform me about service disruptions.*	*3.23*	***Moderately Satisfied***
4.	*I understand the messages communicated by the utility company during service disruptions.*	*3.37*	***Moderately Satisfied***
5.	*I am satisfied with the details provided in digital communication tool and platforms (e.g., Facebook and Text Messages) and they are appropriate during service disruptions.*	*3.42*	***Moderately Satisfied***
6.	*The utility company announces service disruptions in advance.*	*2.98*	***Moderately Satisfied***
7.	*I am satisfied and engaged with the utility companies' communication strategies due to their easy accessibility and immediate responses during service disruptions.*	*3.31*	***Moderately Satisfied***
8.	*I am satisfied with the utility companies communication strategy in responding to customer concerns during service disruptions.*	*3.07*	***Moderately Satisfied***
9.	*I am satisfied with the utility companies overall communication strategies, as they contribute positively to my perception of the company.*	*3.34*	***Moderately Satisfied***
	TOTAL MEAN	***3.21***	***Moderately Satisfied***

Table 7 illustrates the crisis communication strategies used by Prime Water during service disruptions. Subscribers expressed moderate satisfaction in Prime Water's use of Facebook posting as a communication strategy in communicating the service disruptions. The average mean score, which is 3.23, suggests that while Facebook posting serves as a good communication strategy, there is room for improvement to engage subscribers more effectively and deliver the information in a clearer way. Text messages as a communication strategy received a mean score of 3.13, still within the Moderately Satisfied range. Just like the use of Facebook posting, texting is also helpful but needs optimization to work out.

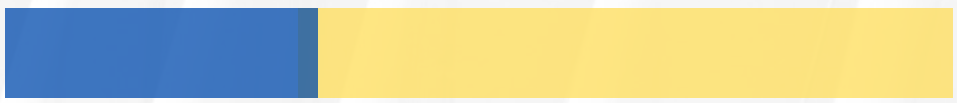
The company used multiple communication strategies, as mentioned, reflecting a mean score of 3.23. Multiple communication strategies may be good in widening the reach; however, there is a chance that there are discrepancies or shortcomings in messages sent, demanding to have a reassessment to gain subscribers trust and reliability.

In terms of clarity of messages, Prime Water registered a value slightly below satisfied with a mean score of 3.37, which means most subscribers understood the messages provided before and during the disruptions. This achievement is commendable, but improvement should further be made. In addition, satisfaction with the content provided through these communication strategies obtained the highest mean score of 3.42, suggesting importance and applicability of information to subscribers. Despite receiving the highest mean score, this still requires constant improvement for subscribers better understanding.

Another area that is clearly in need of improvement was the company's timeliness in announcing the service disruptions, with a mean score of 2.98, the lowest of any of the scores. Though still marked as moderately satisfied, this clearly displays a major room for improvement as service disruption announcements should be made in a timely manner, which will then, in turn, not only promote subscriber preparedness but also mitigate further complaints.

In terms of Prime Water's accessibility and responsiveness, subscribers rated the company's communication strategies at 3.31, which means that the communication strategies were somewhat accessible and immediate but had not been thoroughly maximized. Following this is the satisfaction with how Prime Water addressed customer concerns during service disruptions, which had mean score of 3.07, showing that while the utility company is responding to the concerns during service disruptions, there is a requirement for a better and more proactive response in which subscribers' inquiries and issues can be effectively resolved.

Lastly, when evaluating the overall communication strategies used by Prime Water, consumers gave a mean score of 3.34. This denotes a good perception of the company's efforts but also emphasizes the need to have continuous improvement to gain consumers' trust and satisfaction.



Prime Water's communication strategies for addressing service disruptions obtained an overall positive evaluation, with a mean score of 3.21 and a verbal description of "Moderately Satisfied". However, there is a strong need for the company's thorough reassessment of communication strategies to improve and provide all the best for their consumers.

The data presented implies the need for Prime Water to consider checking for improvements, even though Prime Water received an overall rate of moderately satisfied. Areas for improvement in the communication strategies they used to address service disruptions are evident. Especially with how they announce service disruptions and how they practice responding to the concerns of their consumers in times of crisis. In addressing this, Prime Water will not only employ a good and effective communication strategies but will also help them to gain the trust and loyalty of their consumers.

Table 8. Evaluation of Crisis Communication Strategies of TEI Inc.

	STATEMENTS	MEAN	DESCRIPTION
1.	*I am satisfied with the utility companies use of Facebook posts as a communication strategy during service disruptions.*	*4.10*	***Satisfied***
2.	*I am satisfied with the utility companies use of text messages as a communication strategy during service disruptions.*	*3.85*	***Satisfied***
3.	*I am satisfied with the utility companies use of multiple communication strategies (e.g., Facebook and text messages) to inform me about service disruptions.*	*3.93*	***Satisfied***
4.	*I understand the messages communicated by the utility company during service disruptions.*	*4.03*	***Satisfied***
5.	*I am satisfied with the details provided in digital communication tools and platform (e.g., Facebook and Text Messages) and they are appropriate during service disruptions.*	*3.90*	***Satisfied***
6.	*The utility company announces service disruptions in advance.*	*4.05*	***Satisfied***
7.	*I am satisfied and engaged with the utility companies' communication strategies due to their easy accessibility and immediate responses during service disruptions.*	*3.84*	***Satisfied***
8.	*I am satisfied with the utility companies communication strategy in responding to customer concerns during service disruptions.*	*3.94*	***Satisfied***
9.	*I am satisfied with the utility companies overall communication strategies, as they contribute positively to my perception of the company.*	*3.98*	***Satisfied***
	TOTAL MEAN	***3.96***	***Satisfied***

Table 8 presents the evaluation of the crisis communication strategies of Tarlac Electric Inc. during service disruptions. The company's use of Facebook posts obtains a mean score of 4.10, signifying the highest-rated communication strategy, which is interpreted as satisfied. This demonstrates that Facebook posting serves as a good communication strategy to receive information about the service disruption in a timely manner.

Text messages as a communication strategy received a mean score of 3.85, indicating satisfied. Areas of opportunity remain for improvement so that text messages can keep up with how the company used Facebook posting in communicating effective and relevant information about the service disruptions.

Additionally, respondents rated the use of multiple communication strategies received a mean score of 3.93 and falls under satisfied. The finding reiterates the efficacy of utilizing multiple communications strategies to enable a broader reach and effective information dissemination.

The satisfactory comprehension of the messages relayed by the utility company during service disruptions obtained a mean score of 4.03, indicating that TEI achieves an effective level of clarity and understanding in its communication strategy. In line with this, satisfaction with the details offered by communication strategies used obtained a mean score of 3.90, also signified as Satisfied. This indicates that information given was relevant, clear, and timely during service disruptions.

Supporting this, the statement about the timely and advance announcement of disseminating information about service disruptions received a 4.05 mean score, which still falls under satisfied. This is an indication that TEI has been focusing on giving timely updates and notices that would allow their customers to prepare for the service disruption.

Although still in the satisfied level, TEI's strategy about the accessibility and quick responses had the lowest mean score of 3.84. This indicates that the communication is mostly accessible, with rooms for improvement in some aspects of responsiveness and interactivity. Additionally, TEI's communication strategy in handling customer concerns during service disruptions attained with a mean score of 3.94, which signify that the company is good at addressing customer queries and issues during the disruptions.

Tarlac Electric Inc. image is reflected in the data; results stated that TEI's communication strategies were perceived as in the range of satisfied, with a mean score of 3.98. This signifies that the communication strategies, aside from informing customers, also increase customers' trust and positive attitude toward TEI.

The total mean score shows a great satisfaction, as reflected in a mean score of 3.96. Highlighting TEI's well-ordered use of crisis communication strategies during service disruptions.

The implication of the data gathered from Tarlac Electric Inc. implies the need to change the way they respond to their consumers concerns during service disruptions. The utility company should be more responsive and adaptive to the need of the time, especially in times of crisis. Once they consider addressing this issue, the perception of the consumer towards them will change, providing them a good image to the public.

Table 9. Summary of Basic Utilities Crisis Communication Strategies

BASIC UTILITIES	MEAN	DESCRIPTION
1. CONVERGE	3.63	Satisfied
2. PRIME WATER	3.21	Moderately Satisfied
3. TEI	3.96	Satisfied
GRAND MEAN	3.60	Satisfied

Table 9 demonstrate the summary of the three utility companies' communication strategies used to address service disruptions. Participants showed an optimistic view about the communication strategies for crisis management. In fact, Tarlac Electric Inc. generated a 3.96 mean score, which is categorized as "Satisfied." On the other hand, Converge obtained a mean score of 3.63, also classify as "Satisfied," suggesting that while communication efforts were effective for these two utility companies, minor areas for improvement still existed. Meanwhile, Prime Water received a mean score of 3.21, considered as "Moderately Satisfied." In line to the data gathered from the survey imposed by the researchers, data shows that Prime Water, although it uses a various communication strategy, has notable inconsistencies and delays in information dissemination during service disruptions. Overall, the grand mean of 3.60 across all utility companies reflects a general perception of satisfaction with their respective crisis communication strategies. These findings highlight the importance of maintaining clear, timely, and consistent communication practices while also emphasizing the need for continuous improvement, particularly for companies that received comparatively lower satisfaction ratings.

Table 10. San Vicente's Evaluation of Converge's Crisis Communication Strategies

	STATEMENTS	MEAN	DESCRIPTION
1.	I am satisfied with the utility company's use of Facebook posts as a communication strategy during service disruptions.	3.33	Moderately Satisfied
2.	I am satisfied with the utility company's use of text messages as a communication strategy during service disruptions.	3.67	Satisfied
3.	I am satisfied with the utility company's use of emails as a communication strategy during service disruptions.	3.68	Satisfied
4.	I am satisfied with the utility company's use of multiple communication strategies (e.g., Facebook, text messages, and emails) to inform me about service disruptions.	3.89	Satisfied
5.	I understand the messages communicated by the utility company during service disruptions.	4.00	Satisfied
6.	I am satisfied with the details provided in digital communication tools and platform (e.g., Facebook, Text Messages, and emails) and they are appropriate during service disruptions.	3.96	Satisfied
7.	The utility company announces service disruptions in advance.	3.33	Moderately Satisfied
8.	I am satisfied and engaged with the utility company's communication strategies due to their easy accessibility and immediate responses during service disruptions.	3.70	Satisfied
9.	I am satisfied with the utility company's communication strategy in responding to customer concerns during service disruptions.	3.53	Satisfied
10.	I am satisfied with the utility company's overall communication strategies, as they contribute positively to my perception of the company.	3.74	Satisfied
	TOTAL MEAN	3.68	Satisfied

Table 10 shows how San Vicente evaluates the communication strategies used by Converge in addressing service disruptions. With an overall mean score of 3.68, falling within the range of satisfied. The results imply that the company's communication strategies are effective as rated by the subscribers. However, according to the data provided, the usage of Facebook posts, as well as how the utility company communicated about service disruptions, had the lowest mean score of 3.33. Although classified as "Satisfied," the study's findings implicate that the company should focus more on addressing this lowest mean score for consumers to be more satisfied.

Table 11. San Vicente's Evaluation of Prime Water's Crisis Communication Strategies

	STATEMENTS	MEAN	DESCRIPTION
1.	*I am satisfied with the utility company's use of Facebook as communication strategy during service disruptions.*	*2.75*	***Moderately Satisfied***
2.	*I am satisfied with the utility companies use of text messages as a communication strategy during service disruptions.*	*2.61*	***Moderately Satisfied***
3.	*I am satisfied with the utility companies use of multiple communication strategies (e.g., Facebook and text messages) to inform me about service disruptions.*	*2.89*	***Moderately Satisfied***
4.	*I understand the messages communicated by the utility company during service disruptions.*	*3.18*	***Moderately Satisfied***
5.	*I am satisfied with the details provided in digital communication tool and platforms (e.g., Facebook and Text Messages) and they are appropriate during service disruptions.*	*3.26*	***Moderately Satisfied***
6.	*The utility company announces service disruptions in advance.*	*2.42*	***Moderately Satisfied***
7.	*I am satisfied and engaged with the utility companies' communication strategies due to their easy accessibility and immediate responses during service disruptions.*	*3.12*	***Moderately Satisfied***
8.	*I am satisfied with the utility companies communication strategy in responding to customer concerns during service disruptions.*	*3.00*	***Moderately Satisfied***
9.	*I am satisfied with the utility companies overall communication strategies, as they contribute positively to my perception of the company.*	*2.98*	***Moderately Satisfied***
	TOTAL MEAN	***2.91***	***Moderately Satisfied***

Table 11 illustrates the evaluation of communication strategies of Prime Water's subscribers in San Vicente. Prime water users scored an overall mean score of 2.91, indicating "Moderately satisfied." The total mean score represents the accumulated mean from each question answered by the subscribers of Prime Water. Although remains considered "satisfied," the findings suggest that Prime Water should address and consider various areas for improvement, such as their use of text messages and Facebook posting in informing consumers about service disruptions, received a mean score of 2.61 and 2.75, respectively.

Table 12. San Vicente's Evaluation of TEI's Crisis Communication Strategies

	STATEMENTS	MEAN	DESCRIPTION
1.	*I am satisfied with the utility companies use of Facebook posts as a communication strategy during service disruptions.*	*4.18*	***Satisfied***
2.	*I am satisfied with the utility companies use of text messages as a communication strategy during service disruptions.*	*3.75*	***Satisfied***
3.	*I am satisfied with the utility companies use of multiple communication strategies (e.g., Facebook and text messages) to inform me about service disruptions.*	*4.00*	***Satisfied***
4.	*I understand the messages communicated by the utility company during service disruptions.*	*4.16*	***Satisfied***
5.	*I am satisfied with the details provided in digital communication tools and platform (e.g., Facebook and Text Messages) and they are appropriate during service disruptions.*	*4.11*	***Satisfied***
6.	*The utility company announces service disruptions in advance.*	*4.14*	***Satisfied***
7.	*I am satisfied and engaged with the utility companies' communication strategies due to their easy accessibility and immediate responses during service disruptions.*	*4.11*	***Satisfied***
8.	*I am satisfied with the utility companies communication strategy in responding to customer concerns during service disruptions.*	*4.16*	***Satisfied***
9.	*I am satisfied with the utility companies overall communication strategies, as they contribute positively to my perception of the company.*	*4.12*	***Satisfied***
	TOTAL MEAN	***4.08***	***Satisfied***

Table 12 shows the evaluation of Tarlac Electric Inc.'s use of communication strategies in addressing service disruptions. The company reflected a good rating based on the results from the evaluation made by their consumers from Barangay San Vicente. Having a total mean score of 4.08, categorized as "Satisfied" the company's communication strategies is seen as effective. However, based on the results, the lowest mean score, which is 3.75, falls in the statement of TEI's use of text messages in addressing service disruptions. This implies that the company should focus on enhancing their use of text messages to address service disruptions for consumers to be more satisfied.

Table 16. San Rafael's Evaluation of Converge's Crisis Communication Strategies

STATEMENTS	MEAN	DESCRIPTION
1. *I am satisfied with the utility company's use of Facebook posts as a communication strategy during service disruptions.*	*3.79*	***Satisfied***
2. *I am satisfied with the utility company's use of text messages as a communication strategy during service disruptions.*	*3.52*	***Satisfied***
3. *I am satisfied with the utility company's use of emails as a communication strategy during service disruptions.*	*3.52*	***Satisfied***
4. *I am satisfied with the utility company's use of multiple communication strategies (e.g., Facebook, text messages, and emails) to inform me about service disruptions.*	*3.52*	***Satisfied***
5. *I understand the messages communicated by the utility company during service disruptions.*	*3.65*	***Satisfied***
6. *I am satisfied with the details provided in digital communication tools and platform (e.g., Facebook, Text Messages, and emails) and they are appropriate during service disruptions.*	*3.53*	***Satisfied***
7. *The utility company announces service disruptions in advance.*	*3.21*	***Moderately Satisfied***
8. *I am satisfied and engaged with the utility company's communication strategies due to their easy accessibility and immediate responses during service disruptions.*	*3.41*	***Moderately Satisfied***
9. *I am satisfied with the utility company's communication strategy in responding to customer concerns during service disruptions.*	*3.35*	***Moderately Satisfied***
10. *I am satisfied with the utility company's overall communication strategies, as they contribute positively to my perception of the company.*	*3.65*	***Satisfied***
TOTAL MEAN	*3.51*	***Satisfied***

Table 16 shows the evaluation of Converge's communication strategies by its subscribers in Barangay San Rafael. The subscribers scored it with a total mean score of 3.51, which falls under "Satisfied." The lowest mean score was 3.21 from the areas of how the utility company announced the service disruptions in advance. Furthermore, areas in the utility companies' responsiveness during service disruptions and accessibility obtained an average score of 3.35 and 3.41, correspondingly. The findings suggest that in order to improve Converge's good image, areas mentioned above should be addressed for subscribers' better satisfaction.

Table 17. San Rafael's Evaluation of Prime Water's Crisis Communication Strategies

STATEMENTS	MEAN	DESCRIPTION
1. *I am satisfied with the utility company's use of Facebook as communication strategy during service disruptions.*	*3.45*	***Moderately Satisfied***
2. *I am satisfied with the utility companies use of text messages as a communication strategy during service disruptions.*	*3.26*	***Moderately Satisfied***
3. *I am satisfied with the utility companies use of multiple communication strategies (e.g., Facebook and text messages) to inform me about service disruptions.*	*3.36*	***Moderately Satisfied***
4. *I understand the messages communicated by the utility company during service disruptions.*	*3.45*	***Moderately Satisfied***
5. *I am satisfied with the details provided in digital communication tool and platforms (e.g., Facebook and Text Messages) and they are appropriate during service disruptions.*	*3.38*	***Moderately Satisfied***
6. *The utility company announces service disruptions in advance.*	*3.21*	***Moderately Satisfied***
7. *I am satisfied and engaged with the utility companies' communication strategies due to their easy accessibility and immediate responses during service disruptions.*	*3.24*	***Moderately Satisfied***
8. *I am satisfied with the utility companies communication strategy in responding to customer concerns during service disruptions.*	*3.08*	***Moderately Satisfied***
9. *I am satisfied with the utility companies overall communication strategies, as they contribute positively to my perception of the company.*	*3.47*	***Moderately Satisfied***
TOTAL MEAN	***3.32***	***Moderately Satisfied***

Table 17 reveals Barangay San Rafael's evaluation of communication strategies used by Prime Water. With an overall mean score of 3.32, "Moderately Satisfied," Prime Water needs to make improvements in many areas for their consumer to be satisfied. These include the lowest mean score of 3.08 about how the company responds to the concerns of consumers during service disruptions. Following this is the mean score 3.21, about how the utility company announces service disruptions in advance. Focusing on these areas will help Prime Water to address their subscribers' needs in times of service disruption. However, other areas should also be considered for better customer satisfaction.

Table 18. San Rafael's Evaluation of TEI's Crisis Communication Strategies

	STATEMENTS	MEAN	DESCRIPTION
1.	*I am satisfied with the utility companies use of Facebook posts as a communication strategy during service disruptions.*	*4.14*	***Satisfied***
2.	*I am satisfied with the utility companies use of text messages as a communication strategy during service disruptions.*	*3.86*	***Satisfied***
3.	*I am satisfied with the utility companies use of multiple communication strategies (e.g., Facebook and text messages) to inform me about service disruptions.*	*3.77*	***Satisfied***
4.	*I understand the messages communicated by the utility company during service disruptions.*	*4.00*	***Satisfied***
5.	*I am satisfied with the details provided in digital communication tools and platform (e.g., Facebook and Text Messages) and they are appropriate during service disruptions.*	*3.82*	***Satisfied***
6.	*The utility company announces service disruptions in advance.*	*4.14*	***Satisfied***
7.	*I am satisfied and engaged with the utility companies' communication strategies due to their easy accessibility and immediate responses during service disruptions.*	*3.79*	***Satisfied***
8.	*I am satisfied with the utility companies communication strategy in responding to customer concerns during service disruptions.*	*3.89*	***Satisfied***
9.	*I am satisfied with the utility companies overall communication strategies, as they contribute positively to my perception of the company.*	*3.92*	***Satisfied***
	TOTAL MEAN	***3.93***	***Satisfied***

Table 18 shows the evaluation of San Rafael in Tarlac Electric Inc.'s use of communication strategies. Has an overall mean score of 3.93, which falls under "Satisfied." The utility companies showed a good implementation of the communication strategies used during service disruptions. The lowest mean score is 3.82 in the area of the utility's effort in announcing the service disruptions in advance although categorized as Satisfied; addressing this will generate a more satisfied customer.

Table 19. *Summary of Barangay- Level Evaluation of Communication Strategies*

BARANGAY	BASIC UTILITIES			
	Converge Subscribers	Prime Water Subscribers	TEI Subscribers	Grand Mean
SAN VICENTE	3.68/Satisfied	2.91/Moderately Satisfied	4.08/Satisfied	**3.56/Satisfied**
MATATALAIB	3.69/Satisfied	3.38/Moderately Satisfied	3.89/Satisfied	**3.66/Satisfied**
SAN RAFAEL	3.51/Satisfied	3.32/Moderately Satisfied	3.93/Satisfied	**3.59/Satisfied**
GRAND MEAN	**3.63/Satisfied**	**3.21/Moderately Satisfied**	**3.96/Satisfied**	**3.60/Satisfied**

Table 19 presents the summary of evaluations from the subscribers of the three basic utility companies, which are Converge ICT Solutions, Prime Water, and Tarlac Electric Inc. (TEI)—across the three barangays—San Vicente, Matatalaib, and San Rafael. The data reflects the respondents' satisfaction levels regarding the utility companies' communication strategies used to address service disruptions.

TEI subscribers across all barangays consistently ranked the highest, with average scores range from 3.89 to 4.08, indicating "Satisfied" category. This suggests that TEI's communication strategies are viewed as effective by most of its subscribers.

On the other hand, converge subscribers also reported being generally satisfied, with ratings between 3.51 and 3.69. These mean scores indicate a consistent and positive perception of their communication strategies across the three barangays, although they slightly fall behind TEI.

In contrast, out of the three basic utility companies, Prime Water subscribers reported lower satisfaction levels, with each rating falling within the "Moderately Satisfied" area with a mean score varying from 2.91 to 3.38. This suggests that Prime Water's communication strategies are perceived as less effective, potentially due to gaps in responsiveness during service disruptions, timeliness of announcements, or accessibility of the communication strategies used.

The grand mean across all utilities and barangays is 3.60, which translates to an overall rating of “Satisfied.” This indicates that, while there is room for improvement, particularly for Prime Water, the basic utility companies are, on average, meeting the communication satisfactions of their subscribers during service disruptions.

Notably, Matatalaib received the highest grand mean with a mean score of 3.66, indicating relatively better communication strategies than San Vicente, which had a mean score of of 3.56, followed by 3.59 from Barangay San Rafael.

Summary of Finding

Basic Utility companies are essentials in humans' daily lives; they are the source of the things that needed to survive. This motivated the researchers to conduct the study, to gain a better insight into the crisis communication strategies used by the basic utility companies to address service disruptions. By knowing this, the researchers can provide a crisis communication management plan to help the utility companies with their communication strategies. Hence the study's primary objective is to Evaluate the Communication Strategies used by Basic Utility Companies to Address Service Disruptions specifically caused by operational and technical issues. To gain a better understanding of both the company's practices and the consumers' experiences, the researchers used a mixed method, integrating qualitative and quantitative methods. In line with this, to ensure that the researchers will accurately present the acquired data from the respondents, a set of interview questions for employees and survey questionnaire for subscribers is formulated and was then forward to three experts for validation. Following, the data gathering was administered through online and face-to-face methods both for qualitative and quantitative where findings of the study were derived from.

The study has found that the utility companies use several communication strategies. Additionally, the study also found several factors affecting the choice of communication strategies, highlighting that the company chooses communication strategies based on many factors that they need to consider. Furthermore, the study has found out that the three utility companies also face a different challenge in implementing effective crisis communication. Supporting from the data collected from qualitative, the quantitative found out that there are strengths and areas for improvement in the current communication strategies used by the basic utility companies specifically for Prime Water. On the other hand, while Converge ICT Solutions Inc. and Tarlac Electric Inc. there's still an area for improvement and suggestions to be consider for a much more effective communication strategies Finally, a proposed communication plan that aims to enhance customer satisfaction and the company's response to service disruptions was developed based on the findings.

Conclusion

The data presented below are the researchers' conclusions drawn from the analysis of data gathered.

For the general objectives, the study has found out that Converge's use of crisis communication strategies during service disruption received a good rating. With a total mean of 3.63, which falls under the satisfactory level, the study found out that converge use of multiple communication strategies to inform its customers and engage them during service disruptions has been effective in maintaining customer satisfaction. However, although the crisis communication strategies have become effective, the study underscores a need for enhancement in the areas of responsiveness and promptness of the information during service disruptions for customer better satisfaction.

For Prime Water, the study has found that the company's use of communication strategies during service disruptions, are perceived by the subscribers as moderately satisfied, highlighting the need for intervention to improve their use of crisis communication strategies. Overall, the results show that most of the aspects of the crisis communication strategies employed by Prime Water need a major enhancement for customers to be satisfied.

On the other hand, the study has found that Tarlac Electric Inc. crisis communication strategies during service disruptions highlights a high level of customer satisfaction. TEI's communication practices are effective in maintaining positive customer engagement and trust during service interruptions. Among various communication strategies, Facebook postings are perceived by the subscribers as the most effective crisis communication strategies during the service disruptions having received the highest mean score of 4.10. Text messages, on the other hand, falls behind from Facebook. To match the impact achieved through Facebook, opportunities for enhancing the use of text messaging should be considered. Furthermore, areas for improvement still remain, particularly accessibility and responsiveness of the company during the service disruptions. Overall, with a minor adjustment, the findings present Tarlac Electric Inc. as a utility company that uses a right crisis communication strategy to inform customers and maintain a positive image during service disruptions.

1. As a result of the interpretation on the narratives of the participants, the researchers found out that basic utility companies used various communication strategies to address service disruptions.

- For Converge, the study has found that the company uses Facebook posts, text messages, and email messages as its primary communication strategies for disseminating information about service disruptions. By employing multiple communication strategies, Converge ensures a wider reach in terms of information dissemination during the service disruptions.
- ·For Prime Water, the findings highlighted that the company also recognizes the power of Facebook posting in reaching its customers in time-of-service disruptions. At the same time, the company itself also considers the use of text messages to ensure faster and more direct communication with the customer.
- ·Meanwhile, Tarlac Electric Inc. gives importance to the use of a multi-channel approach, specifically Facebook posting, and text messages in delivering information during service disruptions. With this, the company ensures that important announcements such as service disruptions reach a wider audience while also enhancing customer engagement.

2. Through the narratives shared by the participants coming from the three basic utility companies. It was shown in the study that there are several factors affecting the choice of communication strategies.

- For Converge, communication strategies were focused on the subscriber-centered strategies which highlight accessibility, effectiveness, and familiarity as factors in influencing the choice of communication. Additionally, factors such as resources availability also play a crucial role in choosing effective communication strategies.

- For Prime Water, availability and accessibility are two of the main factors affecting the choice of effective communication strategies. It was pointed out by the participants that without accessibility, shared information would be useless for the target audience. Moreover, the study has also found that another factor affects the choice of communication strategy is their leaders' decisions.

- Tarlac Electric Inc., on the other hand, prioritizes accessibility as the main factor in choosing effective communication strategies. In addition to that, the availability of resources such as budget also affects the company's ability to implement effective communication strategies. Moreover, leaders and department collaborations further guide the decision of choosing the most appropriate communication strategies.

3. After having a thorough interpretation of the challenges encountered in implementing effective crisis communication strategies. The study revealed that the basic utility companies face various challenges in their communication strategies.

- ·It was revealed that Converge considers “app failure” as a challenge when trying to announce service disruptions and maintaining effective communication with consumers. Another challenge that arises is the accuracy of the information posted and sent through Facebook and text messages. Additionally, misunderstandings between employees when implementing effective communication also posed a challenge for the company. However, it was clarified that putting blame on the ground would not help to solve the problem but rather choose to solve the problem.
- ·For Prime Water, the company faces a challenge in adapting to the innovation brought by technology. It was stated that some of the consumers, specifically the older generation, still prefer the use of traditional communication over digital despite their convenience and accessibility. Additionally, the company also faces a challenge when misinformation occurs such as errors in date, time, or location that cause confusion and delays during the service disruptions. Furthermore, internal issues such as employee coordination also raised a challenge in the company when implementing effective crisis communication during service disruptions
- ·For Tarlac Electric Inc, adapting to innovation also posed a challenge when implementing effective crisis communication strategies. Since Facebook posting serves as the company’s primary communication strategy during service disruptions, there is no guarantee that all consumers receive the information. Additionally, communication gaps between employees raised also a challenge, with instances where some of the employees share information about the service disruptions before any official announcement is made. This leads to confusion and at the same time, it puts other employees in difficult situations when responding to customers’ inquiries. Furthermore, unexpected, prolonged power interruptions also posed a challenge for the company which sometimes causes confusion regarding the information provided during the service disruptions.

Recommendations

For the general objectives:

1. For Converge, it is recommended to designate a customer service team or specific personnel to promptly address the customer's concerns during the service disruptions. Furthermore, it is also recommended for the company to engage their employees to attend training programs or seminars focused on handling customers in the most professional and effective way.
2. For Prime Water, considering that most of the company's crisis communication strategies require major enhancement, it is advised to develop a strategy that puts a strong emphasis on the customers' needs and concerns. Utilizing a multichannel communication approach such as the use of traditional (e.g. community patrol announcement and radio broadcast) and digital communication (e.g. community chats on social media platform) would greatly help in reaching their customers directly and effectively during the service disruptions. On the other hand, it is also crucial for the company to assign a team with defined roles to allow each member to focus solely on their specific responsibilities.
3. For TEI, the researchers suggest that the utility company should considered alternative way to reach out to their consumer like having a radio broadcast in places with limited internet connection. Additionally, to enhance the company's responsiveness during service disruptions, it is recommended for the company to create a community channel on an online platform to directly address and respond to customer concerns in a more efficient and accessible manner.

For the specific objectives:

1. For Converge, the researchers suggest that the utility company must develop a Facebook page specifically designed for the city, having a Facebook page allows consumer to easily access the announcement about the service disruptions. Additionally, it is advised for the company to maintain regular check-ups on the platform that they will be using in disseminating information about the service disruptions such as scheduling a routine inspection, software updates, and performance of the system to avoid malfunctions during the announcement of the service disruptions.
2. For Prime Water, it is recommended to apply both of traditional and digital crisis communication strategies during service disruptions to effectively reach customers. As part of the traditional approach, appointing a contact person in each barangay to announce the service disruption can help ensure that all the customers are reached, particularly those who do not regularly access information on digital platforms. Additionally, to address the misinformation during the announcement of service disruptions, it is suggested to have a verification process before officially announcing the service disruptions to avoid misinformation.

4. For Tarlac Electric Inc., it is advised not to rely solely on the use of Facebook posting in announcing service disruptions. It is suggested to use another communication strategies that could reach all their customers effectively such as roaming announcement vehicle to notify their customers regarding the service disruptions. Additionally, it is recommended for the company to have a regular training awareness or seminars for the employees regarding the policies of the company, specifically on premature information sharing and its consequences, both external and internal. Furthermore, to reduce the frustration among customers during unexpected, prolonged service disruptions, it is recommended to consider offering coupons or other incentives for the customers could help alleviate their dissatisfaction on the service disruptions.
5. Based on the results gathered from the employees and subscribers of the basic utility companies, the researchers made a crisis communication management plan that can serve as a guide for the utility companies to maintain and strengthen their use of communication strategies to address service disruptions. These crisis communication management plans are specifically crafted and made based on the company's need.

Proposed Crisis Communication Management Plan for the Enhancement of Communication Strategies Used by Tarlac City Water District – PrimeWater

Component	Description
Introduction	Over the years, the practice of crisis communication strategies has become a crucial part of every company's effort to address various challenges in the company both internal and external. These strategies have helped resolve numerous problems and played a vital role in protecting companies from potential collapse while also maintaining the company's reputation. As the practice of crisis communication strategies become increasingly important, developing an effective one has become more complex due to the wide range of communication approaches now available.
Situation Analysis	In the situation of TCWD-PrimeWater, a specialist water distributor company in Tarlac City, also recognizes the need for a well-structured communication plan for the consumers during the service disruptions. Given the high demand for the company to have a better service for the consumer and protect the company's image, numerous strategies were adopted to engage and disseminate information. Although there have been initial strategies with regard to the challenges or crisis, there is still a need to strengthen the communication effort to ensure that the consumers are confident and satisfied with the services provided by the company. Moreover, by implementing this plan, it is expected that the company will have a chance to enhance its overall service quality, particularly during service disruptions when consumers most urgently require timely and accurate information.
Communication Framework	**Theoretical Framework:** Effective communication strategy has been a major concern in both the company and the consumers. Although the company has made significant efforts to communicate during crises using methods which they believe to be effective, consumers continue to demand more efficient and responsive communication efforts. In line with the theoretical framework, a Stakeholder Theory was applied. Stakeholder Theory by Freeman (1984) highlights that companies should make decisions based on the needs of all stakeholders, it means that companies must consider the interest of all people affected by or affecting the company, not only their shareholders. To improve its strategy, the company should not only provide information but also seek feedback from their customers.
Participants	**Crisis Communication Manager**: • Leads the overall communication initiative during crisis. **Public Relation Department:** • Oversee the organization's external communication and public image. **Customer Service:** • Provides support to consumer's concerns

Communication Goals and Objectives	**Goal:** • To provide a better service for the consumers while building and maintaining trust between company and stakeholders, and to strengthen the company's reputation through effective crisis management **Objectives:** • Provide a timely and regular update for the consumer • Ensure transparent communication during the crises by providing clear and honest information • Embrace constructive criticisms as a valuable tool for growth, ensuring that the company remains open to feedback and suggestions during crisis, while also being guided by the company's mission and vision to ensure consistent and responsible action
Message	A good reputation is a reflection of great service. As the sole water utility provider in Tarlac, City, it is important to uphold and continuously improve the quality of service in order to maintain consumers' trust and satisfaction.
Strategies, Approaches, and Activities	**Strategy:** **Consumer-centric Strategies**
	• primarily focused on understanding and meeting the needs of consumers. **Approaches:** 1. **Emphatic Communication**: Ensure that every piece of information shared to the consumer during the service disruption expresses genuine care in addressing their needs and concerns. 2. ***Multichannel Presence:*** Be where the customer is. Since customers span varied age groups, it is a must to use multiple channels that are convenient and accessible for everyone. For instance, the company may opt to use traditional communication strategies such as deploying community patrols to make announcement or coordinate with barangay leaders who can relay the information directly to residents. 3. ***24/7 Customer Support:*** Be available anytime to answer queries from the customer and solve issues as quickly as possible. **Activities** 1. **Create a Feedback Channel**: Feedback channel can be a great tool in allowing the consumer to voice their opinion regarding the service of the company, especially when addressing the service disruptions. Creating a communication feedback channel such as community 2. **Identify Communication Platform**: List down all the possible channels that can be used to reach the consumers. Ensure that each channel is easily accessible and designed with simplified process to provide seamless experience for all the consumers. 3. **Provide Feedback on the Action Taken**: Ensure that communication should be a two-way process. It is important to update the customer on how their concerns/feedback were addressed and what are the improvements that have been made.
Monitoring and Evaluation	**Monitoring:** • Observe the consumers' attitude towards the communication approach • Track the number of consumers engaging with the communication platform being used.

	• Assess the level of satisfaction of the consumers by providing surveys. **Evaluation:** • Review the implemented strategies regularly • Create a monthly report to track the effectiveness of the crisis communication plan • Evaluate the progress of the crisis communication plan and identify areas for further improvement to enhance the company's service delivery.
Organization and Management	**Crisis Communication Team:** • Responsible for developing a crisis communication plan by assessing the situation and delivers prompt and effective response to a certain crisis. **Public Relation Team:** • Build and maintains positive public image through media relations. **Customer Service Team:** • Responsible for addressing consumers' concerns and queries promptly and professionally. Additionally, they can also contribute valuable insights to the crisis communication team, as they maintain direct contact with consumers and can quickly identify external issues

Proposed Crisis Communication Management Plan for the Enhancement of Communication Strategies Used by Tarlac Electric Inc.

Proposed Crisis Communication Management Plan for the Enhancement of Communication Strategies Used by Tarlac Electric Inc.,

Component	Description
Introduction	Effective communication is essential for crisis management, particularly for service providers such as Tarlac Electric Inc. During an emergency, effective and timely communication builds public trust, reduces confusion, and helps stakeholders take the necessary actions. A well-organized plan improves accessibility, crisis response, and stakeholder involvement while protecting the company's reputation and responsibility. Lastly, continuous and clear communication during emergencies is not just needed, but also a public responsibility.
Situation Analysis	Electricity provides an impact on everyday lives, for companies, and infrastructure. It is important for Tarlac Electric Inc. (TEI) to have an effective communication plan especially during service disruptions, timely notification help consumers in responding and reducing confusion. A multi-channel approach, which includes digital platforms, text messages, and direct interaction with consumers, ensures accessibility and its reach. Clear and regular communication improves client trust and service performance.
Communication Framework	**Theoretical Framework:** Effective communication strategy has been a major concern in both the company and the consumers. Although the company has made significant efforts to communicate during crises using methods which they believe to be effective, consumers continue to demand more efficient and responsive communication efforts. In line with the theoretical framework, a Stakeholder Theory was applied. Stakeholder Theory by Freeman (1984) highlights that companies should make decisions based on the needs of all stakeholders, it means that companies must consider the interest of all people affected by or affecting the company, not only their shareholders. To improve its strategy, the company should not only provide information but also seek feedback from their customers.
Participants	**Crisis Communication Head**: • oversees messaging in times of crisis to protect company's image. **IT Team:** • Help monitoring systems to improve communication quality. **Customer Service**:
	• serves as the company's main voice in everyday interactions with consumers.
Communication Goals and Objectives	**Goal:** To provide a better service for the consumers while building and maintaining trust between company and stakeholders, and to strengthen the company's reputation through effective crisis management. **Objectives:** • Provide a timely and regular update for the consumer. • Ensure transparent communication during the crises by providing clear and honest information. • Embrace constructive criticisms as a valuable tool for growth, ensuring that the company remains open to feedback and suggestions during crisis, while also being guided by the company's mission and vision to ensure consistent and responsible action.
Message	When a company provides good service, its reputation increases. Therefore, the company recognizes the importance of delivering a reliable and good service by distributing clear and concise updates about the situation and explaining the action being taken to resolve the problem, and to share some guidelines for public safety, to answer questions and concerns, and to satisfy consumers to company's commitment to restoring services and the safety of the community.

Strategies, Approaches, and Activities	**Strategy:** **Expanding Reach and Inclusiveness** • This strategy aims to make sure that TEI's service disruption announcements reach as many consumers as possible, particularly those with restricted internet connection and to ensure fast and clear communication with consumers. **Approaches:** 1. **Simplify Facebook and SMS Message** – Making information easy to understand to consumers, ensuring participation all every group of consumers.
	2. **Enhancing quick responses through Facebook and SMS**- Majority of the consumers usually rely on these communication strategies for updates, so enhancing them reduces disruption to existing actions. **Activities** 1. **Improved Message Formatting**- Use clear, simple language, including translations (Tagalog, Ilocano, English). Also, Changes SMS notification into simple and straight updates providing only essential information. Additionally, For Facebook, create images or short videos to improve awareness. 2. **Committed social media & SMS Support line**- Assign staff to regularly monitor and reply to Facebook messages or comments and SMS concerns.
Monitoring and Evaluation	**Monitoring:** • Monitoring Facebook post engagements (likes, shares, and comments) to determine easy access, also, Track SMS replies and consumer comments to see whether the information is understood. • Keep track of the specific moment a consumer sends a message and when the utility responds. **Evaluation:** • Conduct quick user surveys to discover issues in messaging. • Conduct feedback from customers surveys to assess effectiveness of addressing concerns.
Organization and Management	**Communication Department:** • Focuses on content creation, confirmation of message, and checking user participation. **IT Department:** • Support resources and platforms used for collecting feedback. **Customer Service Department:** • focuses on interacting with the customers and gather feedback.

Proposed Crisis Communication Management Plan for the Enhancement of Communication Strategies of Converge ICT Solutions Inc.

Proposed Crisis Communication Management Plan for the Enhancement of Communication Strategies of Converge ICT Solutions Inc.

Component	Description
Introduction	Converge ICT Solutions, Inc. is one of the fastest growing and most trusted fiber internet providers in the country. Its commitment is to provide pure end to end fiber internet connection - from their network facilities on everyone's home. Ensuring that no data transmission or slowdown in internet connectivity. Undoubtedly, converge practices communication strategies to address service disruptions. In a crisis, having clear, concise, timely, and effective crisis communication strategies helps them connect with its customers, stakeholders, and employees—it helps them to build an image that is not only for their benefit but also for the country's internet connectivity image. Converge understands that being an organization that is service-driven and is operating in a competitive, fast-changing environment means that any developments or issues should be communicated in a way that conforms to transparency, reliability, and customer-centricity. Therefore, a well-designed, communication plan is necessary to ensure that every communication in crisis situations conforms to the vision, mission, and identity of the company. This communication plan highlights the strategies, approaches, and activities, the plan's messages and theoretical frameworks that are to be adopted such that communication concerning information is done accurately, efficiently, and compassionately at each point of contact. Furthermore, the Communication plan is designed to not only address normal updates and announcements about service disruptions but rather build an organization that can respond genuinely in case of crises. Essentially, this Communication Plan designed for Converge will therefore serve as a springboard for building deeper connectives with all stakeholders, support the growth trajectory of the organization, and facilitate its mission of giving world-class digital experiences to every Filipino home and business.
Situation Analysis	Converge faces some challenges in the use of its communication strategies during service disruptions, particularly in how it conveys necessary information to address customer concerns in a timely and accurate manner. Although the company's use of Facebook postings, text messages, and emails is rated as satisfactory, there is still room for improvement. Strengthening these strategies will lead to the improvement of the company's public image. This communication plan aims to realign and improve all aspects of Converge's communication strategies that require attention. By delivering a clear message that reflects the company's needs, this plan seeks to ensure that its communication strategies effectively uphold their purpose and goals, ultimately fostering a strong and lasting relationship with customers despite service disruptions.
Communication Plan Framework	**Theoretical Framework:** Effective communication strategy has been a major concern in both the company and the consumers. Although the company has made significant efforts to communicate during crises using methods which they believe to be effective, consumers continue to demand more efficient and responsive communication efforts. In line with the theoretical framework, a Stakeholder Theory was applied. Stakeholder Theory by Freeman (1984) highlights that companies should make decisions based on the needs of all stakeholders, it means that companies must consider the interest of all people affected by or affecting the company, not only their shareholders. To improve its strategy, the company should not only provide information but also seek feedback from their customers.

Participants	**Project Head:** • Someone who oversees and manages the overall work to achieve an effective crisis communication strategy.
	Information Unit: • Supervises all the information related to the use of their communication strategies. Its alignment and appropriateness during service disruptions. **Public Relations Team:** • In charge with the proposal of new communication strategies that can be used to further address the service disruptions. **Subscribers** • They are someone who should follows all the necessary actions implemented by the company for the communication strategies to work effectively.
Communication Goals and Objectives	**Goals:** • The goals of this communication plan are to ensure fast, accurate, responsive, and effective crisis communication strategies that address the needs, build trust, and reduce confusion with the consumers in times of service disruptions. **Objectives:** • Identify all the vital information needs of the consumer during service disruptions. • To gain consumers trust and satisfaction during and after service disruptions through improved messaging.
Strategies, Approaches, and Activities	**Strategy 1** **Strategic and timely information sharing** • Helps the company to announce service disruptions in advance; by doing so, the utility company provides consumers with enough time to prepare. **Approaches** 1. **Implement a Standard Operating Procedure (SOP) for advance notifications.** • Creating a Standard Operating Procedure (SOP) helps the utility company perform tasks consistently and correctly, ensuring uniformity, efficiency, and employee compliance in effectively announcing information about service disruptions. 2. **Use communication protocol matrix** • Using communication protocol matrix clearly identifies and answers the 5W's: Who will communicate, what specific information is needed, to whom, when it is happening, how, and why it is happening. This approach reduces delays in announcing service disruptions, as it serves as a guide for addressing them properly. **Activity** 1. **Create a service advisory template for easy announcements** • Having a specific template for service disruptions eliminates unnecessary actions before announcing them, ensuring that the information is delivered accurately and in a timely manner.

	Strategy 2 **Employ a Community Engagement and Feedback** • Employing this strategy strengthens the company's relationship with its consumers. Maintaining an open line of communication improves services before, during, and after service disruptions.

	Approach 1. **Set up feedback mechanism (Survey, hotline, and online forms)** • By doing this strengthens the company's communication strategies by collecting opinions, suggestions, and feedback from consumers, allowing for more effective and appropriate action based on their needs. **Activity** 1. **Create a customer community satisfaction survey** • Assign a team that will handle and lead the satisfaction survey, which will be conducted after every service disruption. The survey will assess how the utility company addresses service disruptions, whether the public relation team respond to all the concerns during service disruption, and whether the company clearly communicates information about the disruptions.
Monitoring and Evaluation	**Service Advisory Template for Announcements** • The utility company should ensure that all information such as the date, time, affected area, cause, and expected time of restoration is accurate to prevent further issues. Additionally, the company should also consider collecting feedback from customer or public relations team to evaluate how well the template supports the clarity and efficiency of the communication strategies in addressing service disruptions. **Customer Satisfaction Surveys** • Public relations team should compile and analyze consumers concerns after each major service disruptions to identify trends and similar concerns. The results should be used to regulate regular reports that informs the management, enabling adjustments to the communication strategies. Additionally, follow-up actions must be tracked to measure if these adjustments lead to higher customer satisfaction.
Organization and Management	**Project Head:** • Check all the areas for improvement, check the department's job and analyze if they are doing their task. Continue to build a good relationship with consumer and other stakeholders. **Information Unit:** • Collaborate with other teams in order to release an appropriate information for the needs of their consumers. Collaboration helps them know what specific types of information needed for a service disruption. **Public Relations Team:** • Have in-depth research about the most used communication channels from the consumers and from that create communication strategies that will help the company to reach a wider audience.

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Enhancement of Academic Support for Irregular BA Communication Students through a Customized Study Plan System

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ABSTRACT

Irregular students in higher education often experience prolonged residency, disrupted academic progression, and heightened psychological stress due to curricular misalignment, shifting, institutional retention policies, and technological limitations in enrollment systems. In the BA Communication program of Tarlac State University (TSU), a marked increase in irregular students during Academic Years 2023–2025 highlighted the need for structured academic intervention. This study examined the effectiveness of a customized study plan system designed to enhance academic support for irregular BA Communication students and mitigate preventable delays.

Employing a descriptive-developmental research design, the study integrated quantitative and qualitative methodologies, including survey questionnaires, interviews, focus group discussions, academic record audits, and comprehensive curriculum content analysis. A purposive sample of 50 irregular students who graduated in September 2024 and September 2025 after receiving structured advising formed the primary respondents. Quantitative data were analyzed using frequency, percentage, mean, and weighted mean, while qualitative data underwent thematic analysis to identify recurring structural and institutional barriers.

The customized manual study plan intervention was evaluated as Very Effective, with an overall weighted mean of 4.56. All respondents graduated with only a one midyear-term delay attributable mainly to internship scheduling constraints rather than academic failure. Structured advising improved clarity in course sequencing, strengthened prerequisite monitoring, reduced enrollment errors, enhanced communication between students and advisers, and significantly increased students' confidence toward graduation.

The study concludes that irregular academic standing does not inherently lead to prolonged residency when systematic academic auditing, curriculum mapping, structured semester monitoring, and parent-inclusive advising mechanisms are implemented. Structured advising functions as a mediating mechanism transforming institutional complexity into organized academic progression. However, sustainability concerns due to the labor-intensive nature of manual advising underscore the need for an integrated, technology-supported Study Plan System. Accordingly, the research proposes a scalable automated advising framework incorporating curriculum mapping, degree auditing, prerequisite alerts, and real-time academic tracking aligned with inclusive education principles and institutional strategic goals.

This study contributes empirical evidence that reframes irregularity as a manageable structural condition rather than an academic deficiency, providing a model for policy institutionalization and digital transformation of academic advising in higher education.

Keywords: irregular students, academic advising, customized study plan, curriculum mapping, graduation efficiency, higher education management

INTRODUCTION

Higher education institutions strive to provide equitable learning experiences and opportunities for all students. However, a unique group that has often been overlooked are irregular students—those unable to follow the prescribed curriculum flow due to failed subjects, shifting, curricular changes, or scheduling conflicts. In the BA Communication program, irregularity had been observed to contribute to prolonged residency, academic delays, increased workload stress, and declining motivation.

Existing studies have established that irregular students face challenges beyond academics, including social isolation, difficulty adjusting to peer groups, and heightened anxiety or depression (Alvarado, 2025; Estrella & Bautista, 2024). Similarly, research conducted in Northeastern Luzon revealed that irregular students with multiple failed subjects reported significantly higher levels of stress and severe anxiety (Dela Cruz, 2023). These findings confirmed that academic irregularity is not merely an institutional concern but also a student well-being issue requiring structured intervention.

Traditionally, student support systems and advising services were designed primarily for regular students progressing in predictable sequences. Irregular students, however, required flexible and individualized academic support to manage prerequisites, avoid overloading or under-loading, and plan strategically toward timely graduation. In the Philippine context, research from Isabela State University emphasized that academic, social, and financial problems significantly influenced student performance, reinforcing the need for needs-based academic support (Serrano, 2021). Internationally, smart advising systems demonstrated promising results in customizing academic pathways, improving retention, and reducing student stress (Tung, 2012; Hamed et al., 2014).

Against this backdrop, the present study examined the effectiveness of a customized study plan system developed for irregular BA Communication students. The system provided individualized course sequencing that considered prerequisites, course availability, and student circumstances. The objective was to determine whether structured academic planning could reduce uncertainty, strengthen student engagement, and promote efficient program completion.

At Tarlac State University (TSU), through its BA Communication program under the College of Arts and Social Sciences, a marked increase in irregular students was documented during Academic Years (AY) 2023–2024 and 2024–2025.

This surge was largely attributed to institutional retention and quota policies requiring minimum grade thresholds in certain programs such as Psychology and STEM-related courses. Students who did not meet these standards often shifted to alternative programs, with BA Communication becoming a frequent option due to its relatively open enrollment structure. However, curriculum misalignment between original and new majors resulted in back subjects, disrupted course sequencing, and delayed graduation timelines.

The problem was further compounded by the university's use of PRISM (Program Registration and Information System Management), a computerized enrollment platform that managed basic registration functions but lacked advanced academic advising features. PRISM did not provide automated degree audits, prerequisite alerts, or customized study plan generation tailored to irregular academic trajectories.

In response to these institutional gaps, the Department of Communication implemented a pilot manual study plan intervention. Faculty advisers conducted detailed audits of student academic records, mapped individualized course sequences, facilitated parent–student meetings, and provided continuous academic counseling. Although the process required substantial faculty effort and close monitoring, it aimed to minimize academic delay and provide clear graduation pathways for irregular students.

The implementation occurred amid ongoing curriculum revisions within the BA Communication program to align with evolving industry standards and global communication trends. Students transitioning between legacy and revised curricula required careful subject mapping to address overlapping outcomes and credit discrepancies.

Guided by CHED's framework on inclusive and equitable higher education—particularly policies supporting outcomes-based education and accessible student services—this study evaluated the effectiveness of the customized study plan intervention. The findings provided empirical evidence on how structured academic advising can mitigate irregularity-related delays and support near-timely graduation. Furthermore, the study served as a foundation for proposing a scalable and potentially automated Study Plan System aligned with institutional strategic goals and inclusive education standards.

SCOPE AND LIMITATION OF THE STUDY

This study focused on the enhancement of academic support for irregular BA Communication students at Tarlac State University through the design, implementation, and evaluation of a customized study plan system. It examined the academic challenges experienced by irregular students, assessed the existing advising mechanisms of the program, and evaluated the effectiveness of the customized study plan intervention in addressing identified concerns.

The study was conducted within the Department of Communication and involved irregular BA Communication students enrolled during Academic Years 2023–2024 and 2024–2025, particularly those who graduated in September 2024 and September 2025 after receiving structured study plan guidance. A descriptive-developmental research design was employed, utilizing surveys, interviews, focus group discussions, and document analysis as primary data-gathering methods.

The research was delimited to irregular students within the BA Communication program and did not extend to other academic programs in the university. Furthermore, while the study successfully developed and evaluated a proposed adaptive Study Plan System, it did not include full-scale institutional software deployment. Instead, it focused on system conceptualization, functional design specifications, and validation by students and faculty advisers.

Several external variables were acknowledged as beyond the researchers' control. These included students' personal motivation, financial capability, mental health conditions, course availability per semester, curriculum revisions, and institutional policy adjustments. While these factors may have influenced individual academic trajectories, the study concentrated specifically on the structured advising intervention as the primary variable.

The research was conducted in two major phases, both of which formed integral components of the completed study:

Phase 2: Assessment and Evaluation.

This phase involved a comprehensive audit of irregular BA Communication student records for AY 2023–2025. Academic delays, back subjects, internship scheduling issues, and curriculum misalignments were quantified. The pilot manual customized study plan implemented by the Department of Communication was systematically evaluated in terms of graduation outcomes, delay reduction, and student perception of effectiveness.
Phase 2: System Design and Proposal (Future Development).

Based on the findings generated from Phase 1 (Assessment and Evaluation), the study proposed the development of a structured framework and functional specification for an adaptive Study Plan System. However, this phase has not yet been implemented at the institutional level and remains a recommended next step arising from the study's conclusions.

The proposed system is designed to incorporate curriculum mapping, automated degree auditing, prerequisite tracking, real-time academic progress monitoring, and dynamic advising adjustments aligned with ongoing curriculum revisions. It is envisioned to address the limitations of the current manual advising approach and the constraints of the existing PRISM enrollment platform.

Future implementation of this phase will require collaboration with the University's MIS unit or the College of Computer Studies to translate the conceptual framework into a functional digital tool. Technical validation, system testing, and pilot implementation will also be necessary to ensure feasibility, scalability, and institutional compatibility.

Thus, while Phase 1 of the study has been fully conducted and evaluated, Phase 2 remains a forward-looking institutional recommendation intended to strengthen long-term academic advising efficiency and sustainability for irregular BA Communication students.

Objectives of the Study

1. To quantify and profile the irregular student population in BA Communication for AY 2023–2025.
2. To assess the manual study plan system's effectiveness in facilitating academic progress.
3. To identify curricular and structural barriers affecting academic completion.
4. To propose a scalable, automated Study Plan System tailored to TSU's context.
5. To recommend policy adjustments for institutionalizing personalized academic advising aligned with CHED's inclusive education standards.

METHODOLOGY AND PROCEDURES

This study employed a descriptive-developmental research design to examine the academic challenges of irregular BA Communication students and to evaluate the effectiveness of a customized study plan intervention implemented within the Department of Communication at Tarlac State University. The descriptive component of the research sought to systematically identify enrollment patterns, prerequisite conflicts, curriculum misalignments, and advising gaps experienced by irregular students. The developmental component focused on formulating, implementing, and evaluating individualized study plans grounded in empirical findings derived from both quantitative and qualitative data sources.

The respondents of the study consisted of irregular BA Communication students enrolled during Academic Years 2023–2024 and 2024–2025, particularly those who graduated in September 2024 and September 2025 after undergoing structured academic advising through the customized study plan intervention. Selected academic advisers and faculty members directly involved in advising were also included to validate findings and provide institutional perspectives. A purposive sampling technique was utilized to ensure that participants possessed direct and relevant experience with irregular academic standing and individualized study planning.

Data were gathered using a triangulated approach that combined survey questionnaires, interviews, focus group discussions, document review, and curriculum content analysis. Structured survey instruments were administered to collect quantitative data regarding students' academic difficulties, enrollment experiences, perceptions of advising effectiveness, clarity of course sequencing, and confidence toward graduation. Responses were measured using a Likert-scale format to allow for statistical treatment and objective interpretation. To enrich and contextualize the survey findings, key informant interviews and focus group discussions were conducted with selected irregular students and faculty advisers. These sessions generated deeper insights into prerequisite challenges, internship scheduling constraints, emotional stress related to uncertainty in graduation timelines, and perceptions of institutional support mechanisms.

A critical methodological component of the study was the systematic document and content analysis of both student academic records and the existing BA Communication curriculum. Academic transcripts were carefully reviewed to audit completed courses, identify back subjects, analyze enrollment histories, and detect recurring delay patterns. Simultaneously, a detailed content analysis of the curriculum—covering both legacy and revised versions—was undertaken to examine course descriptions, credit units, learning outcomes, prerequisite chains, and semester sequencing structures. This curriculum mapping process enabled the identification of overlapping competencies, subject equivalencies, structural bottlenecks, and misalignments that contributed to irregular academic trajectories. The integration of curriculum analysis ensured that the customized study plans were academically coherent, outcomes-based, and aligned with institutional standards rather than merely administrative scheduling adjustments.

Based on the comprehensive audit of academic records and curriculum analysis, individualized and semester-by-semester study plans were formulated for each irregular student. These plans specified appropriate course sequencing, balanced academic loads, internship scheduling alignment, and projected graduation timelines. To strengthen accountability and foster collaborative responsibility, each approved study plan was formalized through a written agreement signed by the student and his or her parent or guardian. This agreement outlined the prescribed course sequence, enrollment commitments, performance expectations, and projected completion date. The signing of the agreement institutionalized shared responsibility among the department, the student, and the family, and served as a structured monitoring mechanism to ensure adherence to the academic roadmap.

The developed study plans were subsequently presented to selected students and faculty advisers for evaluation. A structured Likert-scale checklist was utilized to assess clarity, feasibility, alignment with curriculum requirements, and perceived effectiveness in minimizing delays and reducing confusion in enrollment. Qualitative feedback forms were also collected to refine the framework further. Quantitative data were analyzed using descriptive statistics, including frequency, percentage, mean, and weighted mean, to determine central tendencies and overall perceptions of effectiveness. The weighted mean was computed using the standard formula , where represents frequency, denotes the scale value, and indicates the total number of respondents. Verbal interpretations were assigned according to predetermined scale ranges. Qualitative data from interviews, focus group discussions, and document analysis were examined through thematic analysis, allowing for the identification of recurring patterns, structural barriers, and emerging recommendations.

Through methodological triangulation integrating statistical analysis, thematic interpretation, curriculum content examination, academic record auditing, and structured advising documentation, the study ensured comprehensive validation of the customized study plan intervention. This rigorous methodological approach provided both measurable evidence and contextual depth in evaluating the effectiveness of the structured academic support system for irregular BA Communication students.

CHAPTER 4
RESULTS AND DISCUSSION

This chapter presents the findings of the study on the enhancement of academic support for irregular BA Communication students through a customized study plan system. The presentation follows the objectives of the study and integrates both quantitative and qualitative data gathered from document analysis, surveys, interviews, and focus group discussions. Statistical treatment and thematic analysis were employed to ensure comprehensive interpretation.

Profile of Irregular Graduates (AY 2023–2025)

Table 1
Number of Graduates and Actual Respondents

Year	BA Communication Respondents with Study Plan	Percentage
2024	21	42%
2025	29	48%
TOTAL	50	100%

Table 1 presents the distribution of irregular BA Communication students who graduated in September 2024 and September 2025 after undergoing the customized study plan intervention. Out of the 50 graduates included in the study, 21 or 42% completed their degrees in 2024, while 29 or 58% graduated in 2025.

The increase of eight graduates in 2025 indicates improved advising efficiency and stronger monitoring mechanisms implemented by the Department of Communication. A detailed audit of academic records revealed that most students were delayed by only one midyear term (approximately two months), primarily due to internship scheduling constraints rather than failed coursework.

Further analysis of student records from Academic Years 2023–2025 showed that irregularity was largely attributed to structural factors such as shifting from quota-based programs (e.g., Psychology and STEM-related courses), transfer from other institutions with non-aligned curricula, curriculum revisions, and internship placement timing. Notably, there was minimal evidence of repeated academic failures among respondents. This finding suggests that irregularity in the BA Communication program during the covered period was predominantly systemic and scheduling-related rather than indicative of academic incapacity.

Effectiveness of the Manual Study Plan System

Statistical Treatment

Quantitative data gathered through survey questionnaires were analyzed using frequency, percentage, mean, and weighted mean to determine students' perceptions of the customized manual study plan system. The weighted mean was computed using the formula:

$$WM = \frac{\Sigma(f \times x)}{N}$$

where:

- f represents the frequency of responses
- x represents the Likert scale value
- N represents the total number of respondents

Likert Scale Interpretation

Scale	Range	Verbal Interpretation
5	4.21 – 5.00	Very Effective
4	3.41 – 4.20	Effective
3	2.61 – 3.40	Moderately Effective
2	1.81 – 2.60	Less Effective
1	1.00 – 1.80	Not Effective

Table 2

Perceived Effectiveness of the Manual Study Plan System

Indicators	Weighted Mean	Interpretation
Clear course sequencing	4.52	Very Effective
Reduced confusion in enrollment	4.47	Very Effective
Helped monitor prerequisites	4.58	Very Effective
Improved confidence toward graduation	4.63	Very Effective
Strengthened communication with advisers	4.6	Very Effective
Overall Weighted Mean	**4.56**	**Very Effective**

As shown in Table 2, all indicators received weighted mean scores above 4.40, indicating that students perceived the customized manual study plan as Very Effective across all measured dimensions. The highest-rated indicator, “Improved confidence toward graduation” (WM = 4.63), reflects the psychological benefit of structured academic planning. This suggests that providing a clear semester-by-semester roadmap reduces uncertainty and enhances student motivation.

Similarly, high ratings for “Helped monitor prerequisites” (4.58) and “Clear course sequencing” (4.52) indicate that the intervention effectively addressed structural academic challenges identified in Objective 1. Students reported fewer enrollment errors, minimized risk of missing prerequisite subjects, and better load management.

The strong rating for “Strengthened communication with advisers” (4.60) highlights the relational aspect of advising. Structured consultation meetings—including those attended by parents or guardians—reinforced accountability and clarified graduation expectations. The overall weighted mean of 4.56 confirms that the manual system successfully mitigated irregularity-related confusion and academic anxiety.

Curricular and Structural Barriers

Qualitative analysis of interviews, focus group discussions, academic record audits, and detailed curriculum content review revealed multiple interrelated structural barriers that contributed to irregular academic standing among BA Communication students. These barriers were not isolated incidents but systemic patterns embedded within curricular design, institutional policies, and technological infrastructure.

Curriculum misalignment emerged as the most dominant structural factor. Students who shifted from quota-based programs such as Psychology and other STEM-related fields encountered discrepancies in credited subjects, prerequisite chains, and course sequencing structures. Many general education subjects were credited; however, major courses often lacked direct equivalencies, resulting in academic backlogs. The content analysis of both the legacy and revised BA Communication curricula revealed differences in course distribution, credit allocation, embedded prerequisites, and learning outcome articulation. For example, certain professional communication courses required foundational subjects that were not taken by shifters in their previous programs.

Additionally, some revised curriculum subjects consolidated competencies previously distributed across multiple courses, complicating equivalency assessments. Without systematic mapping, these inconsistencies could result in students unknowingly enrolling in advanced subjects without completing prerequisite competencies, thereby prolonging residency. The curriculum review confirmed that irregularity was frequently a byproduct of transitional curricular structures rather than academic deficiency.

Internship scheduling constraints constituted the second major barrier. Although students successfully completed classroom-based coursework, internship courses were offered only during designated academic terms and required coordination with partner institutions. Students who were unable to enroll in internship during the prescribed semester due to documentation delays, quota limitations in partner agencies, or late identification of prerequisite completion were compelled to wait for the next available term. This structural scheduling rigidity explains why most respondents experienced a delay of one midyear term. Notably, the delay was procedural rather than performance-related, reinforcing the conclusion that structural sequencing issues significantly shaped graduation timelines.

The third barrier involved technological limitations within the PRISM enrollment system. While PRISM efficiently handled registration processes, it lacked dynamic academic planning functions such as automated degree audits, prerequisite blocking alerts, curriculum-version tracking, and predictive graduation analysis. As a result, students depended heavily on manual verification by advisers to ensure correct enrollment choices. The absence of integrated progress-tracking features heightened the risk of overlooking required courses, particularly among students navigating between different curriculum versions. Faculty advisers reported that substantial time was devoted to cross-checking transcripts and curriculum grids manually, increasing the likelihood of human error. This technological gap underscored the need for a more adaptive advising infrastructure.

A fourth structural factor identified was the psychological impact of unclear academic pathways. Before receiving structured study plans, students described feelings of uncertainty, anxiety, and reduced motivation stemming from ambiguous graduation timelines. The absence of a concrete semester-by-semester roadmap created confusion regarding subject prioritization and load management. However, once individualized study plans were developed through academic record audits and curriculum mapping, and formal agreements were signed by students and their parents or guardians, respondents reported improved clarity, accountability, and confidence. This shift demonstrates that psychological stress was closely linked to structural ambiguity rather than academic incapacity.

Collectively, these findings reinforce the conclusion that irregularity is not merely an issue of student performance but is deeply influenced by systemic curricular transitions, scheduling rigidity, technological constraints, and advising gaps. Addressing irregularity therefore requires institutional solutions rather than solely remedial academic interventions

Development of a Proposed Automated Study Plan System

Although the manual customized study plan intervention was empirically validated as very effective, it was also found to be labor-intensive, dependent on sustained faculty effort, and vulnerable to scalability limitations. The increasing number of irregular students driven by shifting patterns, quota policies, and curricular transitions suggests that reliance solely on manual advising may become unsustainable in the long term.

The findings therefore support the development of a semi-automated or fully automated Study Plan System designed to institutionalize structured academic advising. The proposed system would integrate comprehensive curriculum mapping capable of identifying subject equivalencies across curriculum versions, automated degree auditing to detect completed and pending requirements, real-time academic progress tracking, prerequisite verification alerts prior to enrollment confirmation, adaptive semester load recommendations based on academic standing, and compatibility mechanisms aligned with future curriculum revisions.

Such a system would operationalize the strengths of the manual intervention—clarity, individualized sequencing, and continuous monitoring—while enhancing efficiency and consistency. Automation would minimize human error in transcript analysis, standardize advising procedures across cohorts, and allow predictive modeling of expected graduation timelines. Moreover, digital tracking features could generate alerts for both students and advisers when deviations from the approved study plan occur, reinforcing shared accountability.

Transitioning to a digital advising model would not eliminate the relational dimension of academic mentoring but would instead augment it with data-driven precision. By embedding curriculum logic within an automated framework, the university can shift from reactive advising to proactive academic planning. Ultimately, the proposed system positions structured advising not as an optional support mechanism but as an institutionalized strategy for promoting equitable academic progression, reducing preventable delays, and sustaining graduation efficiency within the BA Communication program.

Policy Implications

The findings of this study carry significant implications for institutional policy development, academic governance, and student support frameworks within higher education institutions. The empirical evidence demonstrating that irregular BA Communication students were able to graduate with only a minimal delay of one midyear term underscores the effectiveness of structured academic planning. However, sustaining and institutionalizing this success requires formal policy reinforcement rather than reliance on informal or voluntary faculty initiative.

First, the study strongly supports the institutionalization of mandatory individualized study plans for students formally identified as irregular. Upon recognition of irregular status—whether due to shifting, transfer, curriculum transition, or internship sequencing—students should immediately undergo an academic audit and curriculum mapping process. This policy would prevent delayed intervention and reduce the accumulation of back subjects caused by uninformed enrollment decisions. Institutionalizing individualized study plans ensures that academic planning becomes a proactive rather than reactive strategy.

Second, the findings highlight the importance of structured semester-by-semester academic monitoring. Rather than allowing irregular students to self-navigate complex prerequisite chains, formal advising checkpoints should be embedded within each semester. Scheduled monitoring would include transcript verification, review of completed subjects, confirmation of compliance with the approved academic roadmap, and recalibration when curriculum revisions occur. Embedding such checkpoints within departmental advising guidelines ensures continuity and prevents gaps caused by adviser rotation or administrative transitions.

Third, the implementation of formalized parent–student consultation mechanisms demonstrated measurable psychosocial and accountability benefits. The signing of structured study plan agreements by students and their parents or guardians strengthened shared responsibility, clarified projected graduation timelines, and increased adherence to academic commitments. This collaborative model extends advising beyond administrative instruction and transforms it into a tripartite partnership among the department, student, and family. Institutional policy may therefore formalize signed study plan agreements as part of academic probation, shifting, or irregular status protocols.

Fourth, the study emphasizes the necessity of collaboration with the university's Management Information Systems (MIS) unit to modernize academic advising infrastructure. While the manual system proved effective, it remains highly dependent on faculty workload and manual verification processes. Policy-level engagement with MIS or the College of Computer Studies to develop an integrated adaptive Study Plan System is essential for long-term sustainability. Institutional investment in technological infrastructure aligns advising processes with digital transformation goals while reinforcing accuracy, efficiency, and scalability.

At a broader level, these policy recommendations align with inclusive education principles advocated by the Commission on Higher Education (CHED). Ensuring equitable academic access does not merely involve admitting students into programs but providing structured support for those whose academic trajectories deviate from standard curricular flow. By institutionalizing structured advising mechanisms, the university operationalizes inclusivity in measurable and systematic ways, particularly for students navigating non-traditional academic paths.

Conceptual Model of the Customized Study Plan System

The Three-Component Intervention Model developed in this study provides a theoretical and operational framework for understanding how irregularity can be systematically managed within higher education institutions. The model conceptualizes irregular academic standing not as a fixed deficit but as a condition shaped by multiple structural inputs and moderated through structured advising processes.

The Input Variables include student academic profiles—such as number of back subjects, shifting status, prior program background, and curriculum version—as well as institutional retention and quota policies, curricular sequencing requirements, internship scheduling frameworks, and available advising resources. These variables interact to create varying degrees of academic complexity, influencing the likelihood of irregularity.

The Process Component functions as the mediating mechanism. This phase consists of comprehensive academic record auditing, detailed curriculum content analysis, individualized semester-by-semester course mapping, structured parent–student advisory meetings, academic counseling, formalized signed agreements, and systematic semester monitoring. The intervention transforms structural complexity into organized progression by clarifying prerequisites, balancing academic load, and projecting realistic graduation timelines.

The Output Outcomes observed in this study include measurable reductions in academic delay (limited to a single midyear term), increased graduation rates between 2024 and 2025 cohorts, improved student confidence and reduced anxiety, enhanced communication between advisers and students, and strengthened advising efficiency. The model demonstrates that structured advising operates as a stabilizing and mediating force between irregular academic status and eventual graduation outcomes.

Future integration of automated digital advising tools will enhance the precision of this model. By embedding curriculum logic, prerequisite alerts, and real-time degree audits into a digital system, the process component becomes scalable and less vulnerable to human error. Thus, the conceptual framework provides both an explanatory theory and a practical blueprint for institutional replication.

Overall Discussion

The findings of this study confirm that irregular academic standing does not inherently lead to prolonged residency or significant academic stagnation when systematic academic planning mechanisms are implemented. The graduation of 50 irregular students—each delayed by only one midyear term—demonstrates that proactive, structured, and personalized advising interventions can effectively mitigate the risks associated with curricular misalignment, internship sequencing, and technological system limitations.

The observed increase in graduates from 2024 to 2025 further indicates an improving institutional capacity to manage irregularity efficiently. As faculty advisers refined curriculum mapping procedures, strengthened monitoring mechanisms, and incorporated parent-inclusive agreements, advising effectiveness increased in both efficiency and perceived impact.

However, the study also highlights sustainability concerns. The manual advising model, while empirically effective, demands extensive faculty effort in transcript analysis, curriculum equivalency mapping, and continuous monitoring. As irregular student populations continue to grow due to shifting patterns and retention policies, reliance solely on manual processes may eventually strain faculty workload and increase the risk of inconsistencies.

Therefore, the study provides strong empirical justification for transitioning toward a scalable and adaptive Study Plan System tailored to the BA Communication program of Tarlac State University. Such a system would institutionalize best advising practices, integrate curriculum intelligence with technological infrastructure, and reinforce equitable academic progression. Ultimately, the study reframes irregularity from being a student deficiency to a manageable structural condition that can be resolved through strategic academic governance and system design.

Summary of Findings

This study examined the enhancement of academic support for irregular BA Communication students at Tarlac State University through the implementation and evaluation of a customized study plan system. Using a descriptive-developmental research design, the study integrated quantitative data from survey questionnaires and graduation records with qualitative insights drawn from interviews, focus group discussions, academic record audits, and curriculum content analysis.

Findings revealed that irregular academic standing within the BA Communication program was largely influenced by structural factors such as shifting from quota-based programs, curriculum revisions, transfer credit discrepancies, internship scheduling constraints, and limitations within the PRISM enrollment system. Contrary to common assumptions, irregularity was not primarily caused by academic incapacity or repeated course failures. Instead, it stemmed from systemic misalignments in curricular sequencing, technological constraints, and transitional academic pathways.

The evaluation of the manual customized study plan system demonstrated very high effectiveness, with an overall weighted mean of 4.56 (Very Effective). Students reported improved clarity in course sequencing, better monitoring of prerequisites, reduced confusion during enrollment, strengthened communication with advisers, and enhanced confidence toward graduation. Notably, all 50 irregular students included in the study graduated with only a one-term (midyear) delay attributable mainly to internship scheduling constraints rather than academic deficiency. Furthermore, the increase in graduates from 21 in 2024 to 29 in 2025 suggests that structured advising practices improved over time.

The study also established that while the manual system was effective, it was labor-intensive and dependent on sustained faculty effort. The increasing number of irregular students due to shifting patterns and retention policies signals the need for scalable and technology-supported solutions.

Conclusions

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

First, irregular academic status in the BA Communication program is primarily a structural and institutional phenomenon rather than an individual academic failure. Factors such as curriculum misalignment, internship scheduling rigidity, enrollment system limitations, and quota-driven program shifting significantly contribute to irregular academic progression.

Second, structured and individualized academic advising is an effective intervention mechanism for managing irregularity. The customized study plan system significantly reduced confusion in enrollment, strengthened prerequisite monitoring, clarified graduation timelines, enhanced adviser-student communication, and mitigated academic anxiety. The empirical evidence that students were delayed by only one midyear term demonstrates that systematic academic planning can effectively prevent prolonged residency.

Third, collaborative advising that incorporates parent or guardian engagement strengthens accountability and improves adherence to academic roadmaps. The implementation of signed study plan agreements transformed advising into a shared responsibility mechanism that improved transparency and confidence.

Fourth, while manual advising models can yield positive outcomes, sustainability and scalability remain major concerns. As irregular student populations increase, reliance solely on manual transcript audits and faculty-driven monitoring may lead to workload strain and inconsistencies.

Fifth, structured advising functions as a mediating mechanism between irregular academic status and successful graduation outcomes. When institutional processes such as curriculum mapping, prerequisite clarification, and academic monitoring are systematically implemented, irregularity can be effectively managed without significantly extending time to degree completion.

Recommendations

In light of the conclusions drawn from this study, several recommendations are advanced to strengthen institutional policy, program implementation, and future research initiatives related to academic support for irregular students.

At the institutional level, it is recommended that universities formally institutionalize mandatory individualized study plans for students identified as irregular. Upon formal recognition of irregular status—whether due to shifting, transfer, curriculum transition, or internship sequencing—an immediate academic audit and curriculum mapping process should be conducted. Establishing this as a formal university policy ensures that intervention occurs at the earliest stage possible, thereby preventing the accumulation of back subjects and minimizing preventable delays. Such a policy would shift advising from a reactive model to a structured, proactive academic governance mechanism.

Furthermore, structured semester-by-semester monitoring mechanisms should be embedded within departmental advising protocols. Regular academic checkpoints must be institutionalized to verify course completion, ensure prerequisite compliance, and recalibrate course sequencing when necessary, particularly during curriculum revisions. Systematic monitoring would safeguard students from enrolling in inappropriate courses and would maintain continuity in advising despite faculty transitions or administrative changes.

The formalization of parent–student advising agreements is also strongly recommended. The study demonstrated that signed academic plans enhanced accountability, clarified projected graduation timelines, and reinforced shared responsibility between the department, students, and their families. Institutionalizing such agreements—particularly for irregular, probationary, or shifting students—may serve as a structured commitment mechanism that strengthens student engagement and graduation adherence. Embedding this practice into official academic procedures would also standardize transparency and documentation.

In addition, universities should strengthen curriculum mapping frameworks and establish clear equivalency guidelines for students shifting programs or transferring institutions. Detailed institutional policies governing subject equivalencies, prerequisite alignment, and credit evaluation would minimize curriculum misalignment and reduce structural irregularity. Developing a centralized and regularly updated curriculum mapping database could further enhance consistency and fairness in advising decisions.

The development of an integrated automated Study Plan System is likewise recommended as a strategic priority. Collaboration between academic units and the university's Management Information Systems (MIS) unit or College of Computer Studies should be pursued to design and implement a digital advising platform. Such a system should incorporate curriculum mapping intelligence, automated degree auditing, real-time academic progress tracking, prerequisite verification alerts prior to enrollment, adaptive semester load recommendations, and predictive graduation modeling. Institutional investment in digital advising infrastructure will enhance scalability, reduce manual workload, minimize human error, and standardize advising accuracy across academic programs.

More broadly, advising policies should be explicitly aligned with inclusive education frameworks and student-centered governance principles. Structured academic advising must be recognized not merely as an auxiliary service but as a core institutional strategy for ensuring equitable access to higher education. By formally supporting irregular students through structured mechanisms, universities operationalize inclusivity in tangible and measurable ways.

At the program level, it is recommended that the Department of Communication continuously update its curriculum mapping tools to ensure compatibility between legacy and revised curriculum versions. Given the dynamic nature of curriculum revisions aligned with industry standards, periodic content audits are necessary to maintain coherence and prevent misalignment. Additionally, internship scheduling frameworks may be revisited to explore flexible deployment models that reduce rigid midyear-only enrollment patterns. Exploring staggered internship offerings or expanded partnerships may help minimize structural delays.

Faculty development initiatives should also be conducted to enhance competencies in adaptive advising, transcript analysis, curriculum equivalency assessment, and the use of digital monitoring tools. Continuous professional development ensures consistency, accuracy, and quality in advising delivery, especially as automated systems are introduced.

For future research, longitudinal studies are recommended to examine the sustained impact of structured study plans on retention rates, academic performance, board examination outcomes (where applicable), and employment trajectories. Comparative institutional research may also be undertaken to determine whether similar structural irregularity patterns exist across other academic programs within the university. Quantitative predictive modeling studies could explore correlations between early academic audit interventions and reduced time-to-degree completion, thereby strengthening evidence-based advising strategies. Finally, further research examining the psychological and motivational effects of structured academic planning may provide deeper insights into student well-being, resilience, and academic persistence.

Collectively, these recommendations seek to transform structured advising from an isolated departmental initiative into a sustainable, technology-enhanced, and policy-driven institutional practice capable of supporting diverse and evolving student academic pathways.

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English Reading Performance and Metacognitive Strategies: Implications for Students' Academic Success

a research by **Joanna Camille Y. Mercado**1*, **Brendalyn A. Manzano****

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ABSTRACT

Education is not a privilege; it is a human right. In response, Sustainable Development Goals' "Let Me Learn" stated that nearly two-thirds of 10-year-olds can hardly read nor perceive and simplify a text, which is even more severe in the Philippines, where reading is in English. Thus, this research sought to examine the relationship between English reading performance and the metacognitive strategies of the grade 7 students on their word recognition and reading comprehension through the Philippine Informal Reading Inventory to determine their reading profile. In correlation, the Metacognitive Reading Strategies Questionnaire was used to self-assess reading strategies. The quantitative-descriptive correlational research design revealed no significant relationship between English reading performance and metacognitive strategies. However, a significant but weak relationship was seen between oral reading and pragmatic-behavioral strategies. It signifies that they can read some words but can hardly comprehend the reading text.

The study's product mainly suggested that the variables do not correlate, concluding that to move toward equitable educational outcomes for an increase in their reading level, reimagining how to foster and reinforce the students to discover and strengthen their gradual progress in reading must at least be achieved to meet the expectations and specifications throughout the act of reading.

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Job Demands, Job Resources and Work Engagement of Counselors in the Post-pandemic World

a research by **Maria Sheila Garcia Medina**

ABSTRACT

The demands of the profession—which can be physical, emotional, cognitive, and even spiritual—are factors guidance counselors are frequently exposed to and may feel compelled to meet. Resources for doing their jobs and obligations include financial, emotional, psychological, or physical support from their employer or the organization they work for. The conditions at work may or may not have an influence on their work engagement. This research investigated the work engagement, job demands, and job resources of guidance counselors after the pandemic. It was discovered, on the one hand, that Job resources significantly affect Work Engagement using standardized surveys and linear regression analysis. Counselors' involvement at work is likely to rise when they receive enough mental, psychological, emotional, or physical assistance in their work environment. It's interesting to note that work engagement is not significantly influenced by job demands. The aforementioned observation highlights that guidance counselors must manage demands in the workplace and to meet these demands, they utilize their job resources, such as career development opportunities and assistance from colleagues, as well as their heightened dedication, vigor, and absorption. Implications on the field of Guidance Counseling based on the findings were discussed.

Keywords: Job demands, Job resources, Work Engagement, Guidance Counselors.

I. INTRODUCTION

A focus on positive dimensions by organizations could help prevent the tendency for low retention and low job performance, and it has been demonstrated that critical elements in an organization's performance are the efficient use of employees' human capital in the workplace as well as their degree of cognitive and emotional engagement. Encouraging employees' psychological well-being is of long-term strategic importance. Schaufeli and Bakker (2004) argue that burnout and work engagement are the main indicators of employee psychological well-being and are the mediators in motivational processes. It has been found that greater work engagement and decreased burnout have beneficial outcomes for organizational performance (Sorenson, 2013), employee loyalty (Vokić & Hernaus, 2015), organizational commitment (Geldenhuys et al., 2014) and job satisfaction (Tarcan et al., 2017). Therefore, productive work outcomes can often be achieved when employees' potentials are maximized whether in medical, business, or educational sectors, in the Philippines or across the globe.

In educational institutions, Kesler (1990) stated "due to various job demands, role ambiguity, role conflict, large numbers of students, and lack of supervision, school, counselors are more vulnerable to burnout because of high levels of professional stress". Teachers would offer help to counselors and parents through promoting inclusion in the classroom (Tiongco-Navarro &Cordova, 2024) and referring distressed students (Lee & Shim, 2024). However, in the Philippines, one guidance counselor for every 500 students is the acceptable ratio. According to the recently concluded Philippine Guidance and Counseling Association 59th International Conference, as of 2023, there are currently 4,069 guidance counselors in the country, and we are still lacking 50,731 to achieve the target ratio and serve the students from the basic to the tertiary levels. This deficit makes it difficult to provide students with the proper mental health support and efforts to close this gap must be made to support student wellbeing and avert crises.

It suggested that the demands of (these) jobs need constant physical effort, psychological work including mental processes, and emotional effort. It also emphasizes that to achieve these objectives, certain talents are required (Van Nieuwenhove and Meganck, 2019; Drinane et al., 2016; Gillet et al., 2015). The demand of work faced by the counselors are not only focusing on physical, psychological, and emotional effort but also requiring them the necessitates unwavering commitment to providing support, navigating complex mental processes, and managing the emotional complexities of clients.

Counselors require not only professional skills but also a diverse set of talents (Erford, 2015). These three dimensions— cognitive, affective (emotional), and conative (physical)—depict the complexity of the ways in which people engage with their professional activities on a collective basis and by honing these dimensions, its separate aspects and recognizing the linked dynamics that lead to a full knowledge of people's participation and dedication to their job (Kuok & Taormina, 2017). Engaging in work involves an enthusiastic and intellectually active mentality that is characterized by a deep sense of commitment and complete concentration by the given task or job (Borst et al., 2017). The deep sense of commitment and complete concentration are indicative of internal resources that contribute to counselors' effectiveness and well-being in managing the demands of their profession.

Before the onset of the pandemic, private counselors who are in practice receive calls every week, including holidays and isolation (Brauner,2015). However, during the pandemic, Litam et al. (2021) found that counselors were concerned about the impact of COVID-19 global pandemic in their profession. It brought them personal problems that lead them to experience stress, and this has influenced their professional quality of life, creating boundaries between the service providers or the workers to their service beneficiaries. The majority of the counseling services are provided in person, but as technology develops and becomes trendy, transactions can be alternatively conducted using any online platforms. On top of the counseling skills, Achmad (2023) says that counselors should have a mastery of internet technology and a separate code of ethics to maintain the good kind of counseling service even at online space. Both counselor and counselees had to adjust to the new platforms where counseling and engagement take place until students returned to their respective academic institutions for in-person delivery of counseling services.

Hines et al., (2020) emphasized the need for collaboration and support for counselors in these challenging educational environments during or after special circumstances such as the pandemic. The research suggested that counselors faced increased demands but can still play a significant role in improving academic achievement and graduation rates. When provided with job resources and collaboration opportunities, counselors can be more engaged and effective in their work, contributing to the overall success of turnaround schools. The primary components of structural job resources are the work's design, which offers chances for autonomy, innovation, and growth (Eddleston et al., 2019). Minimizing the relevance of structural elements while highlighting the value of thoughtfully planned work that offers chances for independence, creativity, and career advancement.

Examining the effects that these structural job resources have on the resilience, job satisfaction, and client care quality of counselors can provide important information about how to improve the effectiveness and sustainability of the counseling profession. Exploring the ways in which work identity, skill variety, autonomy, work relevance, performance feedback, and job stability all contribute to the well-being and efficacy of counselors in their roles is crucial. Gaining insight into the ways in which these resources interact, and impact job satisfaction, burnout prevention, and overall job performance can help optimize the work environment for counselors.

A review of the available literature showed that the study of job demands, job resources and work engagement among counselors has not received much attention in literature. Moreover, most research pertaining to Job demands, job resources and work engagement of other professions/careers were conducted internationally. The aim of this research was to fill the knowledge gap about the connections between these constructs in the context of the Philippines. Applying these findings could enable institutions to focus administrative, training, and development efforts on individuals and as an organization in a way that could be more beneficial than the present approaches to addressing counselors' concerns about work engagement. Consequently, this research humbly responds and contributes to the Sustainable Development Goal (SGD) 8: Decent Work and Economic growth.

Literature Review

A. Theoretical Framework

1. Social Exchange Theory

To explain a person's economic actions, social exchange theory was developed as a psychological theory in the 1950s. At first sight, this theory was used for the clarification of human behaviors (Homans, 1958), then organizational behaviors (Blau, 1964; Emerson, 1962). According to this theory, when people work in a group, they accept the rule of reciprocity.As a result, other behaviors are attributed to their behaviors (Cropanzano & Mitchell, 2005). When someone gives something, the recipient will feel obligated to return the favor. The benefit may have originated from social benefit (such as emotion, social impact) or economic benefit (money, goods, information) (Muthusamy & White, 2005). Employee perceptions of the company would therefore be more favorable. If workers believe their contributions are valued and that their employers are looking out for them, it should come as no surprise that their level of dedication would increase.

2. Job Demands and Job Resources Theory (JD-R)

According to this model, a job always has two sides: a positive side and a negative side (Demerouti et al., 2001). On the one hand, issues like fatigue are brought on by the demands of the job (such as workload and time constraints). Conversely, workers utilize the resources provided by their jobs. Invaluable resources may be autonomy, performance feedback, role clarity, participative decision-making, supervisory support, supportive work environment (Bakker & Demerouti, 2007).

The Job Demands-Resources (JD-R) model (Bakker & Demerouti, 2007), used to assess employee well-being, assumes that occupational stresses are caused by job demands and mitigated by job resources. Job demands are those components of the profession that have physical or psychological costs and consequences and call for persistent effort such as work overload and emotionally taxing client encounters. Job resources are the physical, social, psychological, and organizational aspects that stimulate personal growth and help to achieve work goals and mitigate the costs of job demands (Bakker & Demerouti, 2007). Job resources can be derived from the organization: a positive workplace with good organizational practices and managerial support gives employees job satisfaction, which in turn motivates them, increases their work engagement and psychological well-being (Bakker & Demerouti, 2008; Parker & Hyett, 2011; Herbert, 2011). But employees' perception and use of job resources also depend on personal resources such as resilience and optimism and positive self-evaluation of their ability to control their environment (Bakker & Demerouti, 2007; Hansen, 2015). Previous studies showed that employees' levels of psychological capital (PsyCap) – consisting of self-efficacy, hope, optimism, and resilience - can improve work engagement and decrease burnout, and that engaged employees are better able to cope with demands, achieve goals and outperform non-engaged employees (Youssef & Luthans, 2007; Bakker & Demerouti, 2008; Hansen, 2015; Malinowski & Lim, 2015; Shoji et al., 2015)

B. Key variables

1. Job Demands

Job demands are defined by Schaufeli and Bakker (2004) as those organizational, social, psychological, or physical components of the work that necessitate consistent physical and mental effort while also resulting in specific physiological and psychological consequences. These include time pressures, a heavy workload, a stressful working environment, role ambiguity, emotional labor, and poor relationships (Bakker & Demerouti, 2008; Bakker et al., 2004, 2007).

While employees' affective responses to their occupations comprise the qualitative aspects, quantitative job demands can be defined as the quantity of work needed and the time allotted. Even if those reactions aren't always seen negatively, meeting those demands comes with a lot of work and effort. Unpleasant reactions include worry, despair, and burnout. When someone lacks the support, skills, or ability to satisfy these needs, work overload or excessive demands may also result from this. According to Schaufeli et al. (2004), the employee withdraws mentally when they make every effort to put up with the exhaustion arising from the fact that employees' energy is worn out by job demands. An employee's work engagement will decline if they become mentally detached.

2. Job Resources

Job resources (job positives) are the physical, social, or organizational factors that help an employee achieve goals, and reduce stress. They include autonomy, strong work relationships, opportunities for advancement, coaching and mentoring, and learning and development (Demerouti et al., 2001) Work identity, skill variety, autonomy, work relevance, performance feedback, and job stability are examples of job resources (Bakker & Demerouti, 2017).

According to the JD-R model, job resources are assumed to have motivational potential, which results in high performance through low cynicism and high engagement (Bakker & Demerouti, 2007). Job resources can be both intrinsically and extrinsically motivating since they encourage continuous learning and self-growth, both of which are necessary for completing tasks. Depending on the definition, individuals who are committed to working are expected to express high levels of energy, to be enthusiastic about their work, and to be fully immersed in their job so that their time flies (Macey & Schneider, 2008; May et al., 2004).

Job resources refer to those aspects of the job that help in achieving goals, reduce job demands, and often stimulate personal growth and development (Demerouti et al., 2001, Schaufeli & Bakker, 2004) organizational respect (employers seem trustworthy and ethical and value their employees) and employer care (Parker and Hyett ,2011). Job resources can be derived from the organization, the social relations at work, the way work is organized, and the task itself (Herbert, 2011). These may also include social support, growth opportunities, organizational support, job security and opportunities for advancement (Rothman & Jordaan, 2006; Coetzer & Rothmann, 2007). Job resources are intrinsically motivating because they fulfill basic human needs – the needs for relatedness, competence, and autonomy (Van den Broeck et al., 2008). Job resources are also extrinsically motivating, because they help reach work-related goals (Bakker and Demerouti, 2014). The research evidence shows that employees are higher in work engagement when they have higher levels of personal resources, including self-efficacy, optimism, and resilience (Mäkikangas et al., 2013).

Supportive employment resources are perceived by employees as tools for reducing work demands and enhancing psychological health. Both work engagement and psychological well-being are generated and maintained when employees perceive the organization to value their work and care for their well-being (Brunetto et al., 2014). Managers and supervisors are responsible for establishing and maintaining positive workplace conditions and practices as these influence employees' job demands and resources (Van den Broeck et al., 2008; Alzyoud et al., 2015).

3. Work Engagement

Work engagement has been considered as a crucial predictor of employee performance, attitudes, and behaviors (Karatepe & Oluglade, 2016). It is originally characterized by vigor, dedication, and absorption, but various researchers regard vigor and dedication the "core components" of work engagement, and absorption rather as the consequence (Schaufeli & Bakker, 2004; Schaufeli et al., 2006; Schaufeli, 2013; Taris et al., 2017).

There is no point in separating oneself from work while having "Absorption"- which refers to happiness, full concentration, and obsession in one's work whereby time flies fast (Salanova et al., 2005). The sense of significance, inspiration, enthusiasm, pride, and challenge at work can be defined as dedication (Salanova et al., 2005). Schaufeli et al. (2004) define "vigor" as mental toughness, energy, and a desire to put in a lot of effort. Vigor is seen as a motivational concept (Mauno et al., 2007) and is most evident when 'addressing one's tasks' with persistence and effort (Sonnentag, 2017), even when encountering difficulties at work.

The fact that work engagement is a very reliable indicator of significant individual, group, and organizational results contributes to its popularity. Because of their strong dedication to and focus on their work activities, engaged workers show better in-role task performance (Christian et al., 2011) and better financial results (Xanthopoulou et al., 2009). Moreover, because of their openness to new experiences, engaged workers have more creative ideas and are more likely to innovate and be entrepreneurial (Gawke et al., 2017; Orth and Volmer, 2017). In addition to these effects on individual performance, research has shown that motivated individuals are more willing to encourage their colleagues. At the team level, teamwork engagement has been found to positively associate with team performance (Costa et al., 2016; Tims et al., 2013). Engagement crosses over from one individual to the other, and therefore has important ripple effects in teams (Emmerik,2005; Gutermann et al., 2017; Van Mierlo and Bakker, 2018). Work engagement has gained a wide variety of research attention on account of its impact on various positive outcomes, such as organizational commitment, job satisfaction, job performance, contextual performance, turnover, and business unit performance (Christian et al., 2011; Karatepe, 2013; Albrecht & Leiter, 2011; Lu, 2016).

This definition of work engagement does not address the factors that motivate or produce work engagement; instead, it concentrates on the experience or psychological state. Sonnentag (2017) states that work engagement requires both favorable work conditions in the form of job resources, as well as favorable personal resources. Even in situations where they may not have favorable task features like regular feedback, autonomy, or work relevance, employees who possess high levels of job resources like social support and high levels of personal resources like self-efficacy are more likely to be highly engaged at work.

Job Demands, Job Resources and Work Engagement across professions

Job demands-resources (JD-R) theory (Bakker and Demerouti, 2016) is one of the most often used theories to explain work engagement. According to this theory, employee work engagement predicts job success by combining personal resources with job features. As a result, when employees face significant problems and have the professional and personal resources necessary to overcome them, work engagement is most likely to occur (e.g. Bakker and Sanz-Vergel, 2013; Tadic et al., 2015). Furthermore, the theory suggests that workers can actively look for challenges and resources at work, such as by launching interesting new projects and requesting assistance, possibilities for growth, and feedback. There is considerable evidence for the JD-R theory, and we refer to Bakker and Demerouti (2016) for overviews. Work engagement is positively correlated with performance, job resources are positively correlated with work engagement, employees can use job crafting to raise their own levels of work engagement, and challenging job demands can strengthen the positive correlation between job resources and engagement (see also, Demerouti, 2014).

Because job resources play an intrinsic and extrinsic motivational role - either through the satisfaction of basic needs or through the achievement of work goals – it is likely that it will lead to higher levels of engagement (Schaufeli & Bakker, 2009). Job resources such as perceived organizational and social support, autonomy, and a good relationship with management have been shown to predict work engagement (Nahrgang et al., 2011; Brunetto et al., 2014; Alzyoud et al., 2015). Xanthopoulou et al. (2009) state that employees who have supportive colleagues, who receive good quality coaching, feedback, and opportunities for professional development, and who have more autonomy are more likely to be vigorous and dedicated to their work. Mauno et al. (2007) investigated the role of job demands and ob resources on work engagement among health care personnel and found that job resources predicted work engagement better than job demands. Saks (2006) found that perceived organizational support predicts work engagement and that employees “who perceive higher organizational support are more likely to reciprocate with greater levels of engagement in their job”.

According to Brunetti et al. (2014), "job demands swamping employees until they become disengaged" might result from a poor management-employee interaction. Therefore, by enhancing job resources, maintaining employee engagement, and enhancing well-being, managers can reduce excessive job demands.

Positive workplace outcomes have been noted when work engagement levels are high. Employee engagement has an impact on nine organizational performance outcomes, according to a 2012 Gallup Poll. Those businesses or work units that scored in the top half of employee engagement were twice as likely to succeed as the bottom half (Sorenson, 2013). Also, work engagement affects employees' job satisfaction, loyalty, commitment to the organization, and willingness to adapt to changes in the organization, positively (Geldenhuys et al., 2014; Parent & Lovelace, 2015; Vokić & Hernaus, 2015). Yet, despite the evidence relating to the importance of work engagement in organizational effectiveness, a 2016 Gallup poll reports that worldwide only 13% of employees are engaged in their work (Mann & Harter, 2016).

Work engagement is most often defined as "…a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption" (Schaufeli et al., 2002). People who are involved in their work exhibit high levels of energy, enthusiasm, and total immersion in their work-related activities. The majority of studies have adopted a between person approach, showing that there are mean level differences in work engagement between individuals as a function of working conditions, personal characteristics, and behavioral strategies (Bakker et al., 2014). But studies conducted in the last ten years have demonstrated that people's levels of work involvement can vary over time and in different contexts. For example, research has shown that workers are most engaged during challenging two-hour work episodes (Reina and Derks, 2017) during workdays preceded by evenings when workers have recovered well (Sonnentag, 2003), and during workdays when they have access to a variety of resources (Bakker, 2014).

II. STATEMENTS OF THE PROBLEM

The main purpose of this study was to determine the Job demands, Job resources and Work engagement of the Guidance Counselors in the province of Tarlac. Specifically, it aimed to answer the following questions:

1. How are the Guidance Counselors described in terms of
    a. Sex;
    b. Department served (Secondary or Tertiary);
    c. Educational attainment;
    d. Length of service as a Guidance Counselor; and
    e. Age
2. Is there a relationship between the Job demands, Job resources and Work engagement of Guidance Counselors?
3. What are the implications of the study to the field of Guidance and Counseling?

III. DEFINITION OF TERMS

Guidance Counselors. These are the people employed to carry out Guidance and Counseling functions and services in the educational institution they serve. This designation includes, but is not limited to, the following: a) Employees who have earned their MA, MS, or MaEd in Guidance and Counseling; b) Counselors who work full-time in the Guidance Office; c) Counselors who have teaching units while serving the Guidance Office; d) Counselors who work full-time as teachers; and e) Teachers assigned as Counselors or Career Advocates in their educational institution.

Job demands. The physical, social, and psychological components of a job that necessitate an employee's constant physical and mental effort are referred to as job demands. Role overload, emotional expectations, and work pressure are a few examples of this.

Job resources. Job resources are conceptually like coping options. These are the organizational, social, and psychological facets of the work that could be useful in accomplishing objectives, lessening work-related stress, and fostering personal development. It may be in the form of salary, team climate, support and feedback from supervisors, participation in decision-making or task autonomy.

Work engagement. Work engagement is defined as follows in the UTRECHT WORK ENGAGEMENT SCALE Preliminary Manual [Version 1, November 2003]:

“Engagement is a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. Rather than a momentary and specific state, engagement refers to a more persistent and pervasive affective-cognitive state that is not focused on any particular object, event, individual, or behavior. Vigor is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one’s work, and persistence even in the face of difficulties. Dedication refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge. Absorption is characterized by being fully concentrated and happily engrossed in one’s work, whereby time passes quickly, and one has difficulties with detaching oneself from work.”

IV. RESEARCH METHOD

Sample

The population for this research was the Guidance Counselors in the province of Tarlac during the second semester of the academic year 2022 -2023. Included were those who worked as full-time Guidance Counselors (licensed or otherwise), Guidance Counselors who have teaching units, or teachers assigned as Guidance Counselors or Career Advocates. They are employed in the Secondary (City Division, Provincial Office, and Private Schools) or Higher Educational Institutions in the province. A total of 75 Guidance Counselors were asked to answer the questionnaires. 48 were returned, representing a response rate of 64%.

Limitations, Caveats and Problems

This research was conducted with the Guidance Counselors of the province of Tarlac and the narrowness of this sample means that conclusion may not generalize to other locales or professions. There are more females who work as Guidance Counselors than men, but not as many as in this sample (69%). The sample consisted of significantly more females than males, and therefore may not be representative.

Instrument

The questionnaire used in this research was organized into three parts: The first part was the demographics of the participants. This considered the gender, educational attainment, department (High School or College) served by the Guidance Counselor participants.

The second part was the DISC Questionnaire English version 2.1 by Jonge and Dormann (2006). The 32 questions measure job demands and job resources with a 5-point rating scale. The respondent will be asked to circle the response category (from Never/ Very Rarely to Very Often/ Always) that best reflects the situation of an Employee X who has a job/working environment similar to the respondent. The third part was the Utrecht Work Engagement Scale by Schaufeli et al (2002). The 17 item assessment used a 10-point Likert-type scale that measures level of connection and enthusiasm related to one's work (Schaufeli et al., 2006). Individuals are evaluated within three aspects of work engagement: vigor, dedication and absorption.

V. RESULTS AND DISCUSSION

Profile of Guidance Counselor respondents

33 (69%) Guidance Counselors were females and the remaining 15 (31%) were males. Based on this data, counselors employed in educational institutions were mostly females. Gachutha (2006) further asserts that females have a more positive outlook towards the counseling profession than males. According to Sally Brown, who wrote an article in Therapy Today in 2017, by accident or design, "counseling is predominantly a women's realm, and male practitioners are in the minority" even if the most high-profile 'founding fathers' of talking therapy were men (Freud, Jung, Adler, Rogers, Maslow, Skinner, Beck). The main reason is the income/salary, which is not sufficient to support a family.

At the time of the administration of the questionnaires, most counselor respondents were taking their postgraduate studies (90%). This is to adhere to R.A. 9258 (Guidance and Counseling Act of 2004) which stated that applicants for the licensure exam for Guidance Counselors must "be a graduate of a baccalaureate in guidance and counseling or in other allied discipline/degree from an accredited college or university with subject units covering those in Sec. 15, Rule III of this RR and a holder of an MA, MAEd, MAT, or MS, in guidance and counseling the curriculum of which covers the core subjects in guidance and counseling on the Master's level…"(http://pgca.org.ph/guidance-and-counseling-act-of 2004/).

58% (28 respondents) of the Counselors served the High School Department, either in the private schools or under the Department of Education (City Division or Province). The remaining 42% worked in the different higher educational institutions in the province. Furthermore, during the conduct of this study, 29 Counselors (60%) belonged to the 31-40 age bracket and more than half of the respondents (60%) had been in the Guidance and Counseling profession for 10 years and below.

Table 1. Linear Regression Results for Predictors of Work Engagement

Predictor	Coefficient	SE	t	P value
Sex		5.77	-1.86	0.07
• Male	Reference			
• Female	-10.71			
Department served		4.37	-0.05	0.96
• Secondary	Reference			
• Tertiary	-0.23			
Educational attainment			0.40[a]	0.67[a]
• Undergraduate	Reference			
• Master's level	2.44	10.14	0.24	0.81
• PhD level	6.02	10.04	0.60	0.55
Years of service as Counselor	0.02	0.73	0.03	0.98
Age	0.04	0.29	0.13	0.90
Job Resources	0.94	0.21	4.53	<.001
Job Demands	0.04	0.26	0.14	0.89
Intercept	29.06	24.14	1.20	0.24
R^2	0.39			

Note: a = results of Omnibus ANOVA Test

A multiple regression analysis was conducted to predict work engagement based on gender, department, educational attainment, years in service, age, job resources, and job demands. The model was significant, F(8, 39) = 3.05, p < .01, and explained 39% of the variance in work engagement (R2 = .39). Results indicated that neither sex, department served, educational attainment, years of service as counselor, nor age had a significant influence on work engagement. Only the variable “job resources” was a significant predictor of work engagement (t = 4.53, p < .001).

Majority of the counselor respondents believed that regardless of the Department served, the volume and gravity of Counselor work is the same. Secondary students may have diverse concerns from those in the University, but the same amount of Counselor focus, empathy and skill is required. This is also the reason why age and length of service in the Counseling profession did not significantly influence Work engagement. For them, passion, commitment and pride toward the accomplishment of one’s work do not rely on one’s age and the years spent serving as a Guidance Counselor. “Everyday is a chance to help a student, parent, or a fellow employee, and when people are in need of help, my age or length of service matters very little” one Counselor said.

The influence of Job Resources on the dimensions of Work Engagament was discussed below:

Table 2: Influence of Job Resources on Work Engagement's Absorption

Linear Regression (Absorption)

Model Fit Measures

					Overall Model Test			
Model	R	R^2	Adjusted R^2	RMSE	F	df1	df2	p
1	0.478	0.228	0.194	5.97	6.66	2	45	0.333

Model Coefficients - absorption

						95% Confidence Interval	
Predictor	Estimate	SE	t	p	Stand. Estimate	Lower	Upper
Intercept	4.707	6.6174	0.711	0.481			
jobdemandsT	0.134	0.1058	1.265	0.212	0.172	-0.102	0.446
jobresources	0.247	0.0836	2.952	0.005	0.402	0.128	0.676

Table 2 demonstrated the relationship found between Job Resources (JR) and Absorption (WEA), one of the dimensions of Work Engagement (WE). Regression analysis revealed that Job Resources had a significant influence on Absorption at .05 level. This indicated that if Cognitive, Emotional, Social, Psychological, Economic and Physical support were increased in the workplace, it is also highly probable that the concentration and focus of counselors toward work also increased. This was supported by the study of Bakker and Geurts (2004) who found that job autonomy, possibilities for professional development, and feedback on performance at work increased, especially, experiences of absorption (or flow) at work. Absorption, in turn, partially mediated the relationship between job resources and a positive work-to-home interface. Positive job resources resulted in positive absorption at work, and this was also reflected in a positive interface between work and home. Similarly, Bakker (2005) has shown in a very recent study that four specific job resources, i.e., social support at work, supervisory coaching, job autonomy, and performance feedback at work, were associated with high experiences of absorption. Two counselors verified during the interview that they are more inspired to focus on their work when there is a goal/ target in their counseling work, and when peers/colleagues offer a supportive and encouraging environment in achieving that goal.

Table 3: Influence of Job Resources on Work Engagement's Vigor

Linear Regression (Vigor)

Model Fit Measures

					Overall Model Test			
Model	R	R^2	Adjusted R^2	RMSE	F	df1	df2	p
1	0.510	0.260	0.227	4.85	7.89	2	45	0.001

Model Coefficients - vigorT

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	18.0301	5.3806	3.351	0.002	
jobdemandsT	-0.0691	0.0860	-0.803	0.426	-0.107
jobresources	0.2693	0.0680	3.963	<.001	0.528

Table 3 identified more specifically the influence of Job Resources on Vigor. Job Resources significantly influenced Vigor at .001 level. Resilience and willingness to extend more effort on the completion and accomplishment of tasks amidst difficulties are likely to increase when adequate provision of support (Cognitive, Social, Psychological, Economic, etc.) comes from the institution or colleagues. This aligned with the previous research of Blanco-Donoso and Garrosa et al (2017) whose study investigated the mediating role of psychological meaningfulness among social job resources (i.e., coworkers and supervisor support), vigor, and emotional exhaustion.) Work identity, skill variety, autonomy, work relevance, performance feedback, and job stability are examples of job resources (Bakker & Demerouti 2016). Their findings confirmed that finding meaning at work fully mediates the impact of social job resources on vigor at work. Moreover, psychological meaningfulness partially mediated the impact of social job resources on emotional exhaustion. Results suggest that meaningfulness plays an important role in the connection between job resources, vigor, and emotional exhaustion. The findings contribute to our understanding of the psychological processes that can explain how job resources contribute to the energetic aspect of burnout and engagement.

Table 4: Influence of Job Resources on Work Engagement's Dedication

Linear Regression (Dedication)

Model Fit Measures

Model	R	R^2	Adjusted R^2	RMSE	Overall Model Test F	df1	df2	p
1	0.461	0.213	0.178	4.57	6.09	2	45	0.005

Model Coefficients - dedication

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	14.7191	5.0663	2.905	0.006	
jobdemandsT	-0.0156	0.0810	-0.192	0.848	-0.0264
jobresources	0.2180	0.0640	3.406	0.001	0.4679

In addition, Job Resources influenced Dedication at .01 level of significance. This indicated that an increased level of Psychological, Emotional and Economic support to counselors as they go through their responsibilities also lead to an increased level of involvement and enthusiasm toward work. It was supported by the study of Brunetto et al. (2014), which revealed that satisfaction with the supervisor - subordinate relationship and organizational support do predict work engagement. that satisfaction with job resources had statistically significant positive influences on the two components of work engagement (vigor and dedication). Satisfaction with job resources had a stronger positive influence on dedication than on vigor. This implies that when employees view their organizations as respectful and caring towards them, they will be more dedicated and emotionally involved in their jobs. Also, if they are not satisfied with the way that their employers treat them, they will become more cynical, uncaring, or detached from their jobs. The counselors confirmed this during the focus group discussions that they are more likely to remain enthusiastic and proud of their work no matter how emotionally exhausting it was as long as there is enough support and constructive feedback from supervisors and colleagues as well as proper compensation.

Moreover, Counselors who took part in the research said that their degree of work engagement was not significantly affected by the demands of their jobs. They have mentally prepared for the duties at hand since they are aware of how demanding their profession may be in general. Their level of energy and willingness may not increase in the face of challenges at work or in the execution of responsibilities, but their pride, enthusiasm, involvement, and focus on their work take over, enabling them to continue providing the clientele with valuable and effective service.

VI. CONCLUSION

Employee engagement or having people with a lot of energy and excitement toward work, is essential for modern businesses that wish to remain competitive. It is clear from this study's statistical analysis that job resources have a significant influence on counselors' work engagement. This was also recognized in the research of Nurendra (2018), Tastan (2014).

Consistent with the findings of previous research Guhao (2023), (Schaufeli (2009); Rothmann and Fourie (2008) and Coetzer & Rothmann (2006) it revealed that employees are more inclined to invest themselves in their work roles when support in the forms of Psychological, Economic, Social or Cognitive are perceived to be present in their work or work environment.

The study's most unexpected theoretical contribution was likely the discovery that Job Demands had no discernible impact on any of the Work Engagement dimensions: Absorption, Vigor nor Dedication. Whether counselors are accomplishing menial tasks or are faced with challenging tasks or demanding working conditions that require more effort or energy, they utilize, through their own initiative or otherwise, the sources of support made available in the environment. They cope with the assistance and support coming from colleagues and supervisors (Yeh, Lu & Yen, 2024).

Further, this study revealed that although there are work challenges or demands that may stress or stretch the Counselors beyond the capacity of delivering services, they still carry out responsibilities or services with utmost dedication, vigor and absorption. Findings show that even while a significant portion of counselors feel overworked and worn out by their jobs, many of them are still understanding and attentive to the needs of their student clients and have a strong sense of success and professional pride at work. Like what one Counselor has said during the interview, “Sometimes even when you get exhausted emotionally or physically, or you get tired of the work routine, when a student comes, you cannot turn him/her down because you know you wanted to help”. In the same manner, when employees are provided with sufficient support through job resources, they are more likely to become more engaged in their work, whether in educational institutions or otherwise.

Recommendations

Currently, the country lacks Guidance Counselors, and a lot of them considered moving to the teaching profession instead. According to an administrator, there are a lot of plantilla items awaiting Guidance Counselors in the province's Department of Education, usually for Guidance Counselor II positions with Salary Grade (SG) 12. Other job vacancies include teaching positions, which some of the counselors are eligible for since they also have secured licenses for Professional Teaching. A Counselor interviewed for this research recounts the faster career growth in teaching: “I see faster career growth if your item is in teaching/ instruction. In Guidance, I think it is only until Counselor III level. In teaching, so long as you pursue your studies, you have the chance to obtain the rank of Teacher I to III, followed by Master Teacher I to III, or if you obtain units in Educational Administration/ Management, you can apply for a School Principal position.”

As a response to this concern, Bakker and Leiter (2017) have shown that “HRM systems can influence organizational climate and that organizational climate, in turn, can influence employees’ opinions regarding job demands and resources, as well as their work engagement. There is strong and growing evidence showing that high performance HR practices are related to employee engagement, productivity, growth, innovation, survival, and firm-level performance. A recent meta-analysis showed that HRM systems influenced firm financial outcomes directly and indirectly through human capital, employee motivation, voluntary turnover, and operational outcomes. Key HRM practices included performance development, training, and development. Other high performance HR practices are selective staffing, general skills training, and ongoing appraisals. HR practices create an abundance of job resources that fuel employee work engagement. Important performance management activities that influence engagement are: (1) setting performance and development goals; (2) providing ongoing feed- back and recognition; (3) managing employee development; (4) conducting appraisals; and (5) creating a climate of trust and empowerment.”

First, policies need to be put in place to guarantee employees receive organizational assistance. Interventions aimed at improving job resources must also concentrate on boosting workplace resources like autonomy, social support, and feedback (e.g. Naruse et al.,2014). Positive feedback strengthens and further motivates any employee in carrying out responsibilities.

Second, advancement opportunities (remuneration, promotion, and training) of Counselors and employees should be addressed. This is one of the reasons why Counselors shift from full-time Counseling to full-time teaching. Although the Civil Service Commission released the Resolution regarding Qualification Standards for Guidance Counselor Positions (2011), several educational institutions still do not conform. Most Registered Guidance Counselors (RGC) remain in the Guidance Counselor I (SG 11) position when they are qualified for Guidance Services Specialist V (SG 24). This is still a source of consideration for many of the respondents. Like what a counselor respondent has said, “We already obtained our Master’s and our Guidance Counselor license, and yet our salaries resemble that of a fresh graduate’s.”

Based on the interviews conducted with the respondents, when employees perceive a psychological climate in their organization signaling that management is supportive of the employees, they report more job resources and endurable job demands. If compensated based on the merit of their qualifications, actual accomplishments and in accordance to Labor laws and standards, employees are more likely to reciprocate with greater levels of engagement toward work. Such climate yields productive, relevant and responsive outcomes not only in Philippine educational institutions but also in other sectors across the globe.

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CASS FACULTY RESEARCH JOURNAL

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Multivariate Analysis of Variance on RIASEC Personality Types and Senior High School Tracks

a research by **Jazmin Joy E. Dizon**
College of Arts and Social Sciences

ABSTRACT

INTRODUCTION

Choosing a career suited for an adolescent is difficult (Gati & Saka, 2001) and that is why career guidance was implemented to schools for assisting students in preparation and making crucial decisions that will impact their futupre career choices. As ways of helping students in career decision-making, the Department of Education (DepEd) implemented career assessments to measure students career interests and aptitude, such as the National Career Assessment Examination in the level of grade 9 students who are about to make decision for their Senior High School (SHS) strand and track. But when it comes to senior high school students' career decisions- specifically in what college course to take, many factors can interplay. Since there is no uniformed assessment given to SHS students for this, one might be left in the dark deciding what college course he/she is sutiable for.

In congruence with that, one of the most known factors that career decisions in the field of Psychology is basing career choice with one's personality type. Holland's RIASEC structure (1997) is one of the most widely used model for organizing career interest assessment instruments (Gottfredson & Holland, 1996). According to John Holland's (1997) study, individuals seek out situations that complement their personality types and participate in endeavors that make use of their skills. Individuals with low occupational identification are more likely than those with high vocational identity to choose careers that are incompatible with one another and to change careers frequently. In the framework of this study, the RIASEC model was used to survey students' personality types in relation to job choice, modeling Holland's idea of vocational personality and work environment. The Holland Code/Inventory is a career interest tool which includes six interest themes described by John Holland. It include the Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C) domains, or "RIASEC" for short. After identifying preferred interest domains, these letters can be combined to form a multi-letter "Holland Code" (e.g., AIS, SIA, IRA) which can help individuals identify their best career match.

As an extension service request, Tarlac State University's Psychology Department utilized the Holland Occupational Themes (simply Holland Codes or RIASEC) to help SHS students of Sto. Cristo Integrated School (SCIS). This is with the notion that as career development is a lifelong process, in the SHS students' case starting from choosing the right SHS track and strand, to selecting the right college course, and to engaging the work world, this study attempted to explain the multivariate analysis of variance in their RIASEC personality type and their SHS track/strand. As helping students make career decisions has been fundamental to Career Guidance, it is believed that once the students know where they are headed, they will be mostly become motivated to work hard to realize their goals.

Statement of the Problem

1. What are the respondents' SHS Track?
2. What are the respondents' dominant RIASEC Personality Type?
3. What are the differences in the RIASEC Personality Types among different SHS track/strand.

METHODOLOGY

Research Design

This study used a quantitative research design, specifically one-way multivariate analysis of variance (MANOVA). MANOVA analyzes the statistical significance of a certain main effect or an interaction on each of the response measurements, as well as the significance of the overall effect, as it is typically used to determine whether a set of response measurements varies among different population groups. Furthermore, MANOVA can be used to evaluate the degree of association between the group of dependent variables taken into account in a particular analysis. (Liu, 2015). In this study, one-way MANOVA was specifically utilized to investigate the differences in the RIASEC Personality Types among different SHS track/strand.

Sampling Design

In this study, respondents were gathered through random sampling. From a population of all the respondents, simple random sampling chooses a smaller group (the sample) (the population). It is one of the most straightforward sampling techniques for obtaining a random sample (Gravetter, F.J & Forzano, L.B.,2011). The strategy is based on the use of a selection process that gives each candidate an equal chance of being chosen, providing each candidate the same likelihood of being chosen. This type of sampling method helped in selecting the target population. There were 330 enrolled SHS students of Sto. Cristo Integrated School, and by computating the ideal sample size by using Raosoft sample size calculator, the recommended sample size is 178, with 5% margin of error and 95% confidence interval. All in all, there were 219 gathered respondents who took the RIASEC test during the administration of the said test.

Description of the Respondents

The study was conducted at Sto. Cristo Integrated School (SCIS), a public secondary school at Juan Luna Street, Tarlac City. A part of Tarlac City Schools Division of Department of Education, SCIS consists of multiple levels from kindergarten to senior high school. They offer two senior high school tracks- the Academic Track which consists of Humanities and Social Sciences strand (HUMSS) and the Information and Communications Technology track (ICT).

By getting the approval of the principal and guidance focal person, RIASEC was administered to grade 11 and 12 senior high school students of the said school last December 5, 2022, in their multi-purpose hall with 178 students. There are 111 male students and 219 female students during the conduct of the said test.

The RIASEC test was administered to grade eleven and twleve students of SCIS, as a part of the Career Guidance Program Extension Service of the Tarlac State University-Psychology Department. Results of the RIASEC assessment was further explained to students in Career Symposia, which helped students make right decisions in choosing the most suitable college course for them in accordance with the career the students are most suitable with based on their personality type and SHS track.

Data Gathering Procedure

Request to conduct career guidance and test administration to the school were made by the researchers. Upon approval of the school principal, communication with the guidance associate were done for the conduct of the activity. Then, consent form briefly explained to them what the study is all about with the assurance of the anonymity of their identity and confidentiality of their responses. Afterwards, face-to-face administration of RIASEC was conducted.

Ethical Considerations

The ethical standards were maintained and upheld during the conduct of the study. Permission from the participants were sought through a consent form. The consent form includes the identification of the researchers, description of how participants where selected, description of the study's purpose, explanation of expected involvement by each participant, guarantee for identity source confidentiality relating to any data used in the study, assurance that the participants can withdraw anytime, and a listing of contact information of the researchers.

Research Instrument

To fulfill the objectives of the study, the researchers utilized the RIASEC (Holland, 1997), In RIASEC, it explains how people can be categorized using holland codes according on their interests so that suitable occupations can be found for them. Academic psychologist Dr. John L. Holland created the system. Holland's theory (1997) specifies a connection between persons and environments that uses the RIASEC classification system to identify persons as Realistic, Investigative, Artistic, Social, Enterprising, or Conventional, and in a similar way to classify environments, e.g., college campuses, fields of study, work positions, and occupations.

Each of the six interest categories outlines a wide range of comparable job duties and activities. People's values, motives, and preferences can all be characterized by their areas of interest. There are lists of typical job duties and descriptions of the kinds of people who would be interested in doing each of the interest areas. The 72 items in the RIASEC Inventory represent various types of job, education, and recreation activities such as “Build kitchen cabinets” or

“Play a musical instrument.” These are scored as either like, unsure, or dislike. Results are tallied in six dimensions, each of which corresponds to one of the six Holland scale interest codes.

Realistic: People high in this interests favor challenges and solutions that can be used immediately. They enjoy working with natural resources like wood, tools, and machines as well as living things like plants and animals. They dislike jobs that mostly involve paperwork or close collaboration with others.

Investigative: More than physical activity, those with investigative interests love thinking, analyzing, and discovering. Instead of leading or persuading people, they prefer to conduct study and mentally solve problems.

Artistic: Individuals that are artistically inclined enjoy creative jobs especially ones that deal with shapes, patterns, and designs. They value creative freedom in their work. They favor environments where tasks can be completed without strictly adhering to a set of rules.

Social: Individuals with social interests seek to help others, encourage education, and foster personal growth. As opposed to working with things, technology, or data, they would rather work more directly with people. They enjoy helping others or providing advice, instruction, or other forms of assistance.

Enterprising: Individuals with entrepreneurial interests take pride in initiating and finishing tasks, particularly business endeavors. They enjoy making decisions and influencing others. People feel at ease taking chances in order to make money.

Conventional: Individuals with conventional interests prefer jobs that involve routines and fixed procedures. Instead of working with ideas, they favor working with statistics and specifics. People choose jobs where there are clear standards and instructions to follow.

A study (Aljojo, et. al., 2017) which explored at how reliable and valid findings from Holland's RIASEC of Vocational Personalities was able to find out the following: the reliability prediction for the six occupational personality types of Holland's RIASEC using 178 students resulted into a Cronbach's alpha that was substantial, between 0.601 and 0.699. Meanwhile, factor analysis of the RIASEC's six codes adequately described the six factors related to the six occupational interests in this career theory. Through exploration of the construct involved, together with subject matter expert (a psychologist) which discussed every facto, showed that the pinpointed variables in this test had a clear relation to the goals of the item, offering input regarding construct validity for Holland's RIASEC, as well as inter-correlations between Holland's Occupational Personalities having a positive correlation.

RESULTS AND DISCUSSION

Data Analysis

Data were analyzed through the use of SPSS version 26.0 for Windows. The data anlyzed in this study were divided into three parts: descriptive anlysis, test of assumptions, and MANOVA. Significance level was determined at the probability level of .05 or 5%.

Descriptive Statistics

Table 1. ***Summary Statistics of the Independent Variables***

Strand	Frequency	Percentage (%)
Academic Track (HUMSS)	178	81.3
ICT	41	18.7
Total	219	100.0

Table 1 shows the frequency distribution of the profile of the respondents according to their strand. Majority which comprise of 178 or 81.3% are under HUMSS strand of Academic Track, while 41 or 18.7% are under ICT track.

Table 2.
Summary Statistics of the Dependent Variables

RIASEC THEMES	Mean	Ranking	Std. Deviation
REALISTIC	3.7032	2	1.71034
INVESTIGATIVE	3.1187	6	1.58101
ARTISTIC	3.2100	4	1.69773
SOCIAL	4.2237	1	1.76619
ENTERPRISING	3.1370	5	1.53833
CONVENTIONAL	3.4703	3	1.69803

The means, ranking, and standard deviation of each theme is presented in Table 2. It can be noted that among the themes, Social (S) ranked 1st having the highest mean of 4.22. This means that the majority of the respondents are humanistic, idealistic, and concerned with the welfare of 6 7 others. They enjoy helping, training, counseling, or developing others. They are generally focused on human relationships and interpersonal dynamics. This was followed by Realistic (R) with a mean of 3.70, whereas many are considered practical, modest, sensible and who like to work with their hands to creat outputs. Ranking on 3rd are the students with Conventional (C) RIASEC personality type with a mean of 3.47, who are considered as systematic, orderly, and likes to work with documents, data and numbers. 4th are the Artistic (A), with a mean of 3.21. They are considered as open, creative, emotional and independent. This was followed by the Enterprising (E), with a mean of 3.18. They are known for being outgoing, self-confident, adventurours, and great persuaders. Lastly, Investigative (I) ranked 6th with a mean of 3.19. It is believed that people high in Investigative are those who like to work with their ideas and thoughts. They are very much logical, curious and cautious.

The standard deviation on the other hand suggests the variability in the data set. Since all themes had a standard deviation of more than 1, through it can be identified that the respondents somehow have varied interests as measured by the RIASEC assessment, a consistent set of standard deviations imply that the data are internally consistent.

Table 3.

Summary Statistics of the Dependent Variables when Grouped According to the Dependent variable

RIASEC Themes	STRAND	Mean	Std. Deviation
REALISTIC	HUMSS	3.6517	1.64747
	ICT	3.9268	1.96711
	Total	3.7032	1.71034
INVESTIGATIVE	HUMSS	3.1236	1.51318
	ICT	3.0976	1.86822
	Total	3.1187	1.58101
ARTISTIC	HUMSS	3.3315	1.67643
	ICT	2.6829	1.70937
	Total	3.2100	1.69773
SOCIAL	HUMSS	4.3427	1.71087
	ICT	3.7073	1.92671
	Total	4.2237	1.76619
ENTERPRISING	HUMSS	3.2697	1.55693
	ICT	2.5610	1.32380
	Total	3.1370	1.53833
CONVENTIONAL	HUMSS	3.4719	1.66445
	ICT	3.4634	1.85873
	Total	3.4703	1.69803

When grouped according to the respondents' strand, it can be seen in Table 3 that when it comes to being Realistic (R), ICT respondents have a higher mean of 3.93 compared to 3.65 for HUMSS which is under the Academic Track. It further implies that ICT respondents are more often active, and stable and enjoy hands-on or manual activities. This is in line with Holland's typology that people with high in Realistic interests enjoy hands-on work, often involving machines (e.g., repairing vehicles, tinkering with computers, construction).

Under Investiagative (I), Artistic (A) and Social (S), HUMSS students were higher in the said RIASEC codes. This is in line with Holland's typology that people in this type have a passion for analysis, and intellectual pursuits. It fits with the aim of the said strand that every learner should get a deeper grasp of society, politics, literature, the arts, and culture through HUMSS, as well as how to comprehend the intricacy of these variables in light of current events. HUMSS exposes its students to a variety of critical thinking and comprehension activities throughout the educational process (DepEd Order No. 43, s. 2013).

Moreover in the Enterprising (E), students in HUMSS obtained higher mean. Thus, it is in line with the interests performing, entertaining, persuading, leading others, and public speaking- all are carried out in the said strand.

Lastlty in the Conventional (C), there was a little differenc between the mean average of HUMSS and ICT, with HUMSS garnering higher. This is in line with the idea that both strands can be suitable for students with Conventional personality type since they enjoy working with data, organized and detail-oriented- all can be useful in either HUMSS or ICT.

Test of Assumptions

Preliminary Analysis screening procedures for examining multivariate assumptions (normality, multicollinearity, homogeneity of covariance matrices) were carried out. Details of the findings are discussed below.

Table 4.
Test of Assumption for equality of Covariance Matrices
Box's Test of Equality of Covariance Matrices

Box's M	20.953
F	.942
df1	21
df2	19283.637
Sig.	.536

Significant at p less than 0.05

The Box's Test of Equality shown in Table 4 shows a p value of 0.536 which allowed the researchers to accept the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups, hence supporting the use of MANOVA in multivariate analysis of the dependent variables.

Table 5.
Test for Normality of Residuals of the Dependent Variables

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
REALISTIC	.139	219	<.001	.953	219	<.001
INVESTIGATIVE	.124	219	<.001	.960	219	<.001
ARTISTIC	.127	219	<.001	.956	219	<.001
SOCIAL	.136	219	<.001	.950	219	<.001
ENTERPRISING	.152	219	<.001	.955	219	<.001
CONVENTIONAL	.134	219	<.001	.960	219	<.001

Significant at p less than 0.05

The Kolmogorov and Shapiro-Wilk Tests of Normality both show that all RIASEC themes of HUMMS and ICT respondents are not normally distributed. This was supported by the p-value of <.001 which indicated that there is enough evidence to reject the null hypothesis. Therefore, the responses significantly vary from one another, and thus the distribution is not normal. Though this is the case, multicollinearity was tested and shown in the next table to support the utilization of MANOVA in the multivariate analysis of the RIASEC themes.

Table 6. Test of Multicollinearity across the Dependent Variables

	Collinearity Statistics (VIF)					
	Realistic	**Investigative**	**Artistic**	**Social**	**Enterprising**	**Conventional**
Realistic		1.285	1.222	1.323	1.496	1.352
Investigative	1.253		1.219	1.343	1.551	1.263
Artistic	1.314	1.345		1.345	1.509	1.306
Social	1.306	1.359	1.234		1.377	1.334
Enterprising	1.276	1.355	1.196	1.190		1.315
Conventional	1.330	1.273	1.194	1.329	1.517	

The assumption of multicollinearity was also checked as shown in table 6. Multicollinearity is the quantitative description where one dependent variable is linearly related to other dependent variables. The variance inflation factor or VIF for all the RIASEC themes when related across one another all show values less than 2 which implies a very weak correlation between the variables and hence satisfied the assumption in the usage of MANOVA.

Table 7. Test for Equality of Variances in RIASEC Themes

Levene's Test of Equality of Error Variances

		Levene Statistic	df1	df2	Sig.
REALISTIC	Based on Mean	2.310	1	217	.130
	Based on Median	2.021	1	217	.157
	Based on Median and with adjusted df	2.021	1	215.605	.157
	Based on trimmed mean	2.236	1	217	.136
INVESTIGATIVE	Based on Mean	4.030	1	217	.051
	Based on Median	4.044	1	217	.051
	Based on Median and with adjusted df	4.044	1	215.282	.051
	Based on trimmed mean	4.137	1	217	.052
ARTISTIC	Based on Mean	.010	1	217	.919
	Based on Median	.067	1	217	.796
	Based on Median and with adjusted df	.067	1	209.168	.796
	Based on trimmed mean	.003	1	217	.954
	Based on Median and with adjusted df	.875	1	216.070	.351
	Based on trimmed mean	1.396	1	217	.239
ENTERPRISING	Based on Mean	1.642	1	217	.201
	Based on Median	.954	1	217	.330
	Based on Median and with adjusted df	.954	1	215.613	.330
	Based on trimmed mean	1.592	1	217	.208
CONVENTIONAL	Based on Mean	.911	1	217	.341
	Based on Median	.284	1	217	.594
	Based on Median and with adjusted df	.284	1	203.296	.594
	Based on trimmed mean	.915	1	217	.340

It is important to highlight that using the Levene's Test of equality, all shows a p value of greater than 0.05 which allowed the researchers to accept the null hypothesis. This imply that the variances of the respondents interests as measured by the RIASEC themes are equal. Hence, satisfying the assumption for MANOVA Analysis.

Multivariate Analysis of Variance

Table 8.
Multivariate Analysis of the RIASEC Themes when grouped according to the respondent's strands

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.859	215.929[b]	6.000	212.000	<.001
	Wilks' Lambda	.141	215.929[b]	6.000	212.000	<.001
	Hotelling's Trace	6.111	215.929[b]	6.000	212.000	<.001
	Roy's Largest Root	6.111	215.929[b]	6.000	212.000	<.001
STRAND	Pillai's Trace	.085	3.301[b]	6.000	212.000	.004
	Wilks' Lambda	.915	3.301[b]	6.000	212.000	.004
	Hotelling's Trace	.093	3.301[b]	6.000	212.000	.004
	Roy's Largest Root	.093	3.301[b]	6.000	212.000	.004

The multivariate analysis shown in Table 8 shows that the p values in all the tests mentioned are equal to .004 which is less than 0.05. This is strong evidence that there is a significant difference between the interests of the respondents as described by their RIASEC themes across the strands. This further implies that the strands where respondents belong may have influenced their influence and thus a difference in their RIASEC scores.

Post Hoc Analysis

In order to identify what particular RIASEC Personality Type has significant difference to SHS track/strand, post hoc analysis was conducted. Below are the results:

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[g]
Corrected Model	REALISTIC	2.523[a]	1	2.523	0.862	0.354	0.004	0.862	0.152
	INVESTIGATIVE	.023[b]	1	0.023	0.009	0.925	0	0.009	0.051
	ARTISTIC	14.016[c]	1	14.016	4.951	0.027	0.022	4.951	0.601
	SOCIAL	13.453[d]	1	13.453	4.38	0.038	0.02	4.38	0.549
	ENTERPRISING	16.737[e]	1	16.737	7.276	0.008	0.032	7.276	0.766
	CONVENTIONAL	.002[f]	1	0.002	0.001	0.977	0	0.001	0.05
Intercept	REALISTIC	1913.938	1	1913.938	653.864	0	0.751	653.864	1
	INVESTIGATIVE	1289.739	1	1289.739	513.632	0	0.703	513.632	1
	ARTISTIC	1205.432	1	1205.432	425.801	0	0.662	425.801	1
	SOCIAL	2159.499	1	2159.499	703.005	0	0.764	703.005	1
	ENTERPRISING	1132.901	1	1132.901	492.513	0	0.694	492.513	1
	CONVENTIONAL	1602.852	1	1602.852	553.363	0	0.718	553.363	1
STRAND	REALISTIC	2.523	1	2.523	0.862	0.354	0.004	0.862	0.152
	INVESTIGATIVE	0.023	1	0.023	0.009	0.925	0	0.009	0.051
	ARTISTIC	14.016	1	14.016	4.951	0.027	0.022	4.951	0.601
	SOCIAL	13.453	1	13.453	4.38	0.038	0.02	4.38	0.549
	ENTERPRISING	16.737	1	16.737	7.276	0.008	0.032	7.276	0.766
	CONVENTIONAL	0.002	1	0.002	0.001	0.977	0	0.001	0.05
Error	REALISTIC	635.185	217	2.927					
	INVESTIGATIVE	544.891	217	2.511					
	ARTISTIC	614.322	217	2.831					
	SOCIAL	666.583	217	3.072					
	ENTERPRISING	499.154	217	2.3					
	CONVENTIONAL	628.555	217	2.897					
Total	REALISTIC	3641	219						
	INVESTIGATIVE	2675	219						
	ARTISTIC	2885	219						
	SOCIAL	4587	219						
	ENTERPRISING	2671	219						
	CONVENTIONAL	3266	219						
Corrected Total	REALISTIC	637.708	218						
	INVESTIGATIVE	544.913	218						
	ARTISTIC	628.338	218						
	SOCIAL	680.037	218						
	ENTERPRISING	515.89	218						
	CONVENTIONAL	628.557	218						

a. R Squared = .004 (Adjusted R Squared = -.001)

b. R Squared = .000 (Adjusted R Squared = -.005)

c. R Squared = .022 (Adjusted R Squared = .018)

d. R Squared = .020 (Adjusted R Squared = .015)

e. R Squared = .032 (Adjusted R Squared = .028)

f. R Squared = .000 (Adjusted R Squared = -.005)

g. Computed using alpha = .05

As shown at above table, RIASEC Personality Types such as Artistic (A), Social (S), and Enterprising (E) obtained p-values less than .05. The Artistic (A) p-value was at 0.027, Social (S) was at 0.038, and Enterprising (E) at 0.008.

CONCLUSION

This study sought to examine the differences in the RIASEC Personality Types among different SHS tracks. Drawing on the results of this study, it was found out that the RIASEC Personality Types vary directly with their SHS track/strand.

With these, recommendations were as follows:
- Strenghthening and continuous career guidance to help match their interest in their career choice through the help of their school guidance counselor and career focal person.

- Inclusion of development of skills related to RIASEC personality types in the students and highlighting the potential college course and field of occupation connected to it in order to help them make wise decisions in their career development.

- Psychoeducation through seminars, trainings and information dissemintation in order to help the students understand their personality type, skills and potentials.

Limitations

This study lacks in obtaining respondents in other SHS track and strand. Additionally, more empirical studies are needed to be conducted to ensure generalizability of the findings. Future researches can examine other factors other than the persoanlity types and SHS track/strand that can influence the students' career choice.

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Perceived Stress and Life Satisfaction Among University Students

a research by **Maria Sheila Garcia Medina**

ABSTRACT

Research indicated that COVID-19 pandemic's prevalence increases susceptibility to mental health issues among people of various demographics. For instance, in addition to the intellectual, psychological, and financial difficulties associated with entering universities, the pandemic is a further source of anxiety for university students in the Philippines. The number of students seeking counseling has increased since the pandemic started in March 2020, and this trend has persisted when educational institutions switched from online/virtual learning to in-person sessions. This study sought to determine the relationship between stress and life satisfaction among 295 university business students and how counselors could continue to support them. University students reported moderate levels of stress throughout the epidemic, but statistical analysis of their responses to online questionnaires about perceived stress and life satisfaction found that, despite this, they are still satisfied with their lives. This feeling of satisfaction is related to several issues that were tackled during the focus groups discussion. However, there was a significant negative relationship between the variables. The level of respondents' life satisfaction can decrease in direct proportion to an increase in their perceived stress. The study's implications, limitations, and recommendations for counseling program development and further research are likewise presented.

Keywords: perceived stress, life satisfaction, university students, post pandemic

I. INTRODUCTION

Transitioning to university life is presumably one of the expected changes in a person's academic life. It is when students unquestionably encounter difficulties and experiences that are both thrilling and difficult. Although students frequently thrive and adapt well to their new surroundings, the experience of being a university student is therefore harder for some than it is for others, as is to be expected. As a result, examining the social, academic, and personal adjustment of students as they enter colleges and universities has always been a topic of interest in social science research.

Perceived stress

Although stress is a natural reaction to life events and serves as a stimulant to act, it may be damaging when it becomes regular and the individual is unable to handle it (Leka, et al., 2004). This issue is related to the interplay of several elements, and the university stage is not exempt from it. Indeed, independent of personal or societal factors, there are several academic reasons that are highly connected with stress (Misrachi-Launert et al., 2015). Stress should be researched as an essential effect on the educational process since it can affect both the professional training process and its completion (Suárez-Monte et al., 2015). The duties, roles, as well as educational and personal contexts of each student should be evaluated in this reflective examination, as these variables may exacerbate the process of developing the capacity to handle stress. Students, throughout their university years, encounter numerous obstacles, both internal and external to their education.

Perceived stress refers to an individual's opinions of how stressed they are at certain points in their lives. It includes sentiments about one's life's unpredictability and uncontrollability, how frequently the individual faces problems or challenges, the changes that are happening in life, and confidence in oneself to deal with these concerns effectively. According to research, university life is the leading source of stress for one-quarter (25%) of those aged 19 to 24. Academic/grade concerns, ambiguity about future, financial troubles, family matters, interactions with opposite sex, and interpersonal relationships can all be sources of stress for university students.

Although there had been studies on the pervasiveness of academic stress (Dymecka et al, 2021), most of them have been conducted on students from other countries (Yang and Zhang, 2022; Rofiah, et al., 2023,). As a result, this research helps provide an understanding of how this phenomenon affects university students in the Philippines, particularly business students during the COVID-19 epidemic and create strategies to mitigate any issues resulting from the shift in the educational instructions.

This information allowed educational institutions to realize that stress is a relevant variable to advance in the understanding of how the pandemic influences people's life satisfaction in general, specifically among university students.

As the pandemic brings about uncertainty and frightening news, it was typical to hear of how much other individuals become prone to fear and anxiety. Students now need online counseling more than ever, which has led to the conclusion that this is a crucial time to offer these services. Parents, policymakers, and educational institutions would benefit from a better knowledge of how the pandemic's perceived stress affected students' lives and how that understanding affected the satisfaction they feel with their lives.

Life satisfaction

According to Shin and Johnson (1978), life satisfaction is the assessment of one's life based on subjective standards. It has been characterized by Raphael, et al. (1996) as an evaluation of one's existence including the family and learning aspects.

The pandemic has affected physical, mental, and psychological health in a similar way to that of other viral diseases. A person's life satisfaction, which is their subjective evaluation of their life, might be impacted by an outbreak of an infectious disease (Diener et al., 1985). Numerous prior studies have shown that experiencing difficult life conditions has a negative impact on one's mental health (McGee, et.al, 2018) and the epidemic affects happiness and quality of life (Dymecka, et al., 2021; Gawrych, et al., 2021; Krok, et.al, 2021). Both Harper et al. (2020) and a Turkish study (Satici, et al., 2020) indicated that anxiety of COVID-19 affects people's well-being and lowers life satisfaction.

However, the subject of stress and life satisfaction of university students is an area that is not discussed often. Studies conducted were usually about well-being and workplace stress during the COVID-19 pandemic were mainly focused on teachers, health, and social care workers (Bou-Hamad et al., 2021; De Kock et al., 2021; Duncan and Smart, 2021; Vera San Juan et al., 2021) and the general public (Ahmed, et al., 2020; Gawrych, Gawrych, Cichoń & Kiejna, 2020; Marotta, Pesce & Guazzini, 2020; Ruggieri, Ingoglia, Bonfanti & Lo, 2021;) This research, which focused on business students, attempted to fill such gap.

Perceived Stress and Life Satisfaction

Hui and Ramzan (2017) found a significant negative relationship between perceived stress and life satisfaction, along with Weinstein and Laverghetta (2009) who discovered that life satisfaction among university students is often affected by university stress. Stress was found to decrease the coping skills of students, and this may lead to burnout and increased vulnerability to mental health concerns. These would then lead to physical problems and were found to contribute to lower levels of life satisfaction.

Research in this area demonstrates a significant relationship between the two variables. Ning and Tung et al. (2014) examined the level of perceived stress, resilience, and quality of life among students and evaluated if resilience was associated with stress level. The research revealed that increased stress levels and low levels of resilience often result in unsatisfactory quality of life and overall health. Another study concluded that when students are not satisfied with their life in the university, it is often due to their stressful experiences and personality style (Agro et al. 2013). Meanwhile, Alleyne et al. (2010) discovered that lower levels of stress and higher resilience scores suggested that increase of resilience and decrease of stress lead to greater life satisfaction since participants feel comforted when they are equipped with qualities and resources for coping with the challenges of life.

The transition to university is one major life event that puts people at a higher risk of emotional issues. Inquimbert et al. (2017) and Saleh, Camart, and Romo (2017) concluded that going to college could be a main source of stress among young people. Alleyne and Greenside (2010) revealed that the main causes of low levels of life satisfaction among students were their current environment, university amenities, and stress. Finding out how university students in the Philippines about their life, the stress that comes with it, and whether they are still satisfied despite the unusual circumstances presented during the pandemic was the main objective of this study.

This research sought to respond to the following questions in particular:

1. How were the University participants described in terms of their:
    a. age
    b. gender
    c. perceived stress
    d. life satisfaction

2. Is there a relationship between age, gender, perceived stress and life satisfaction?
3. What are the recommendations of the research results in the discipline of Guidance and Counseling?

Significance of Study

The study's findings will benefit the following: from a theoretical standpoint, the findings indicated the variable associated with students' life satisfaction. It is possible to better understand the relationship between the factors: family communication, perceived stress, resilience, and life satisfaction. In practice, the findings may assist university counselors in developing comprehensive views of young adults' life satisfaction and preventative measures for newly enrolled students, particularly those with lower levels of life satisfaction. Furthermore, the findings will give additional information regarding its impact on students. It will help students understand that a decline in life happiness might impact other aspects of their lives.

II. RESEARCH METHOD

A descriptive-correlation research design was used for the analysis of data. The variables, including perceived stress and life satisfaction of university business students were compared using this to establish correlations between them.

Three components of an online questionnaire that was partly altered from the versions used internationally were given to the respondents to complete. The researcher also emailed the instrument's creators to request their approval. The first part consisted of the Perceived Stress Scale, which was created in 1983 and is now used frequently to analyze how different situations affect our perceptions of stress. This scale asks questions about the feelings and ideas from the previous month. Each question has a 4-point scale. The scale has an acceptable internal consistency level (alpha =.92). In addition, the questionnaire also included Life Satisfaction Scale (SWLS) which was modified by Diener in 1985. It has five questions and three outcomes: 1, 4, or 7. ("absolutely disagree," "neither agree nor disagree," and "totally agree"). The scale has a reliability with a Cronbach's alpha of 0.87. More satisfied lives are connected to higher SWLS scores. The researcher also constructed a self-report survey about the students' profile indicating their year level, gender, and degree program/major.

The survey for the research was conducted online using Google forms, with 298 undergraduate students enrolled during the second semester of the academic year 2021-2022 acting as respondents. Most respondents were in their second and fourth years at university. The survey was open from January through May of 2022. During this time, all students were reminded to complete the survey. The purpose of this study was summarized in the questionnaire's introductory section. Before answering the survey, students were asked to express their agreement and were assured that their participation was fully optional and that they may withdraw from the research at any time. Students were also informed that strict confidentiality would be observed all through the research.

III. RESULTS AND DISCUSSION

3.1. Year level distribution of participants

Table 1. Descriptive statistics

YEAR LEVEL	N	PERCENT
1ST YEAR	1	0.34
2ND YEAR	61	20.68
3RD YEAR	1	0.34
4TH YEAR	232	78.64
TOTAL	**295**	**100%**

Table 1 listed the various year levels that the participants fall under. Graduating students (Seniors) were made up majority of the volunteer respondents, followed by sophomores. The junior and freshman students had the smallest number of participants in this study.

3.2. Degree program distribution of participants

Table 2. Descriptive statistics

Degree program	N	PERCENT
MARKETING MANAGEMENT	245	83.05
ACCOUNTANCY & ACCOUNTING TECHNOLOGY	48	16.27
HOTEL & TOURISM MANAGEMENT	1	0.34
FINANCIAL MANAGEMENT	1	0.34
TOTAL	**295**	**100 %**

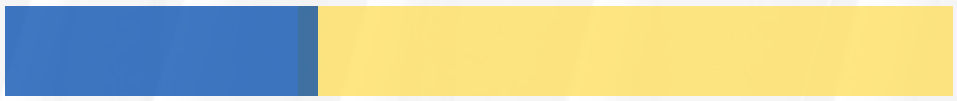
Table 2 described the departments under the College of Business and Accountancy: (1) Accountancy and Accounting Technology; (2) Economics and Entrepreneurship; (3) Financial Management; (4) Hotel and Tourism Management; and (5) Marketing Management. Most students who submitted responses were from Marketing Management, which also happens to be one of the largest departments in the college. There were also respondents from the department of Accountancy and Accounting Technology.

3.3 Gender distribution of participants

Table 3. Descriptive statistics

GENDER	N	PERCENT
FEMALE	208	70.51
LGBTQ	17	5.76
MALE	66	22.37
PREFER NOT TO SAY	4	1.36
TOTAL	**295**	**100%**

Table 3 showed the frequency of each gender. The majority was made up of female students, making up 71% of the respondents. Male students came in second (22%), followed by students from the LGBTQ community (6%). The 4 remaining respondents opted not to indicate their gender.



3.4 Perceived Stress

Table 4. Descriptive statistics

	N	Mean	Description	
Perceived_Stress1	295	2.62	Fairly Often	
Perceived_Stress2	295	2.62	Fairly Often	
Perceived_Stress3	295	3.32	Fairly Often	
Perceived_Stress4	295	1.58	Sometimes	
Perceived_Stress5	295	1.85	Sometimes	
Perceived_Stress6	295	2.37	Sometimes	
Perceived_Stress7	295	1.79	Sometimes	
Perceived_Stress8	295	2.27	Sometimes	
Perceived_Stress9	295	2.41	Sometimes	
Perceived_Stress10	295	2.52	Fairly Often	
Overall Mean		**2.34**	Sometimes	Moderate stress

Table 4 showed that the overall mean of perceived stress suggested that the participants were under moderate stress at the time of the study. This was comparable to the findings of Malik and Javed (2021), who reported that university students in Oman suffered relatively moderate stress throughout the pandemic due to the support provided by educational institutions and their families. In addition, students knew that during the pandemic, educators were more tolerant and liberal in terms of requirement submission and class participation. However, this does not necessarily imply that they were careless with their academic obligations. They were just more comfortable because they could complete their work or listen to recorded lectures whenever it is most convenient for them. Furthermore, the findings of this study can be explained further by Reyna et al. (2020), who performed research on 1499 Argentinian respondents aged 18 to 78. This study looked at the influence of educational attainment on the effects of a pandemic on stress. They discovered that individuals with primary or no education had higher levels of stress than those with university education, owing to the concept that people with higher educational levels had more access to skills and resources for coping with uncertainty and stress.

3.5 Descriptive statistics for Satisfaction with Life

Table 5. Descriptive statistics

	N	Mean	Description	
Satis_Life_Scale1	295	4.45	Neither Agree nor Disagree	
Satis_Life_Scale2	295	4.55	Slightly Agree	
Satis_Life_Scale3	295	4.85	Slightly Agree	
Satis_Life_Scale4	295	4.55	Slightly Agree	
Satis_Life_Scale5	295	4.16	Neither Agree nor Disagree	
Overall Mean		**4.51**	Slightly Agree	Slightly satisfied

Despite the epidemic, respondents were still marginally content with their lives in general, according to Table 5. The participants admitted that there had been struggles financially, psychologically, and emotionally, but they were grateful that they were living with their families at the time the pandemic occurred. This supports the findings of a study conducted on the Portuguese and Brazilian populations by Passos, Prazeres, and Teixeira (2020), sociodemographic variables such as being a student, having higher educational levels, and living with family members were significantly associated with higher levels of life satisfaction scores. This provided stability and a continuous source of contact with parents and other family members. This finding supported the study of Levin (2012), which revealed that the quality of family communication had a bigger influence on teenage life satisfaction than family structure or financial resources. Furthermore, parental communication may have an indirect effect on teenage life satisfaction.

Because social support and interaction are well known to be crucial for adaptive functioning, it is possible that opportunities for interpersonal interaction during the pandemic could disrupt social support networks at the wrong time (Brooks et al., 2020). However, support coming from one's family can influence the attitude toward pandemic.it is also during these periods when family support could help in fostering positive mental health and coping strategies against the stresses brought about by the pandemic. This is also in line with the research findings of Li and Xu (2020) and Cao et al. (2020) who also concluded that staying with parents helps lessen anxiety. Furthermore, they discovered that during the pandemic, social support is inversely related to anxiety symptoms among university students.

3.6 The relationship of Age, Gender, Perceived Stress and Life Satisfaction

Table 6. Multivariate regression

Model Fit Measures

			Overall Model Test			
Model	**R**	**R^2**	**F**	**df1**	**df2**	**p**
1	0.437	0.191	13.6	5	289	< .001

Model Coefficients - Life Satisfaction Scale

Predictor	**Estimate**	**SE**	**t**	**p**
Intercept [a]	6.2169	1.6145	3.851	< .001
Perceived Stress Scale	-1.0592	0.1306	-8.108	< .001
PREFER NOT TO SAY: 1 – 0	-0.4286	0.5711	-0.751	0.454
FEMALE: 1 – 0	-0.0633	0.1551	-0.408	0.683
LGBT: 1 – 0	-0.223	0.299	-0.746	0.456
AGE	0.0425	0.0789	0.539	0.59

[a] Represents reference level

This study used multivariate linear regression to predict Life Satisfaction based on Perceived Stress, Age and Sex. The Regression Analysis revealed that the model significantly predicted Life Satisfaction based on Perceived Stress ($F(5, 289) = 13.6$, $p<0.001$, $R2=0.191$). Life Satisfaction decreases for each increase in Perceived Stress. This implied that the independent variable (Perceived Stress) manifested a significant negative effect to the dependent variable (Life Satisfaction).

Because all study participants were university students living at home with their families, there was very little age variation among them. This accounted for the lack of data on gender and age that might be used to evaluate if these factors had a clear impact on life satisfaction. The results were in line with earlier studies (Zhang and Ma, 2020; Jovanovic et al., 2016; Yang et al., 2016; Bibi et al., 2015; Kong et al., 2014, Baltaci, 2013; Kamal, et al., 2013), which showed that while women may report higher levels of life satisfaction, the difference was not large enough to make a difference or an influence. In addition, research showed that having children, being married, or one's age had no significant effect on life satisfaction (Hawryluck, Gold, Robinson, et al., 2004).

This study used multivariate linear regression to predict Life Satisfaction based on Perceived Stress, Age and Sex. The Regression Analysis revealed that the model significantly predicted Life Satisfaction based on Perceived Stress ($F (5, 289) = 13.6$, $p<0.001$, $R2=0.191$). Life Satisfaction decreases for each increase in Perceived Stress. This implied that the independent variable (Perceived Stress) manifested a significant negative effect to the dependent variable (Life Satisfaction).

Because all study participants were university students living at home with their families, there was very little age variation among them. This accounted for the lack of data on gender and age that might be used to evaluate if these factors had a clear impact on life satisfaction. The results were in line with earlier studies (Zhang and Ma, 2020; Jovanovic et al., 2016; Yang et al., 2016; Bibi et al., 2015; Kong et al., 2014, Baltaci, 2013; Kamal, et al., 2013), which showed that while women may report higher levels of life satisfaction, the difference was not large enough to make a difference or an influence. In addition, research showed that having children, being married, or one's age had no significant effect on life satisfaction (Hawryluck, Gold, Robinson, et al., 2004).

This study's main goal was to determine if there were any statistically significant relationships between the variables perceived stress and life happiness among business students after the COVID-19 pandemic. The associations were empirically supported, and university students were found to perceive stress positively or negatively based on their emotional capabilities and surroundings. Generally, the findings revealed that stress is negatively connected to life satisfaction. These findings were consistent with those of other research that discovered adaptability to the university context is influenced by life satisfaction and life satisfaction is often predicted by perceived stress, appearance, and daily events in the life of students.

It is crucial to emphasize, however, that despite the risks involved with the pandemic, students remain confident in their capacity to ward off illness or, if infection does arise, to treat it effectively. During the pandemic, students had experienced stress, but they had more time to focus on other aspects in their lives such as rest and relaxation, mental health, entrepreneurial activities (online selling) and nurturing their relationships with their families. As a result, it is believed that individuals were able to control their fear of COVID-19 better. They were less prone to suffer from the negative effects of a pandemic, such as depression or worry, and the stress they experience may not lead to suffering. Participants believed that their lives are rewarding despite their terrible circumstances.

This is also plausible since the university students who participated in the study were between the ages of 20 and 24, when they feel they can more easily adjust to difficult life conditions such as the pandemic. Some of the participants have stated that they have dealt with the situation in some way and are continuing to live their lives and earn a living. Individuals have noticed that the pandemic accorded them with opportunities to earn a living (Qomariyah, et al., 2022). During the focus group discussion, some of them acknowledged that they were already engaged in entrepreneurial efforts such as online selling to financially support their families. They no longer feel utterly powerless in the face of dangers, making the pandemic appear less threatening and more manageable. "Hindi na puwedeng yung takot sa Covid ang laging maghari sa buhay namin (*We cannot allow fear of the pandemic to rule over our lives anymore*)" one participant remarked.

IV. CONCLUSION

When the pandemic began, people had to adjust to new living conditions, which may have prompted some to be concerned about how the epidemiological scenario would proceed. A pandemic often increases worry, which can lead to excessive stress, which is damaging to our health. Furthermore, when the economy collapsed as the coronavirus spread, many families found it impossible to focus on anything other than survival. Even wealthy families, however, found it challenging to establish the ideal learning environment because, in many cases, parents who worked from home with many children struggled to locate a physical space and a time for everyone to be online. Students missed socializing with their classmates and participating in extracurricular activities.

Because preserving students' mental, emotional, and physical well-being is at the center of what they do, university counselors have typically been at the heart of the problem-solving process. They also referred vulnerable students to mental health professionals and provided emotional support to teachers, administrators, and other counselors. Finding strategies to continue leading students intellectually, emphasizing their emotional and social development, and giving targeted help to students experiencing diverse personal and academic obstacles were all accomplished while focusing on these other objectives. Further research found that a perceived lack of information such as new instructions regarding prevention frequently caused stress during the pandemic (Torales, Higgins, Maia, & Ventriglio, 2020; Caleo, Duncombe, Jephcott, & Lokuge, et al. 2018; Mayer, Tooher, Collins, Street, & Marshall, 2013). For this reason, Shim and Lee (2023) also proposed that counseling and dissemination of factual information to students would be useful in supporting students' adjustment during and after the epidemic.

After two years of the epidemic, university business students learned a range of coping strategies. According to participants in the online focus group discussion, social ties, such as family and group chats, were very useful throughout the epidemic. Even if they weren't physically present for others as frequently as they would have wanted, modest gestures such as online greetings or "kumustahan" provided them with the impression that they still had friends who knew what they were going through. The small but continuous presence of family members and friends from their schools, neighborhoods, and churches signaled that better things were on the way as the limitations/ restrictions were eased.

Counselors must thus consider the critical roles that significant others play in students' development and their ability to lead satisfying lives. This can be accomplished by keeping in constant contact with students and their families through in-person or online counseling, as well as by making a greater effort to involve students in orientation, conferences, recollections, outreach and extension programs, intramurals, faith-based organizations, and homeroom guidance sessions at university and college levels in the Philippines, where in-person classes are gradually being offered. During the academic year, counselors might also plan events and counseling sessions to promote resilience, coping mechanisms, and mental health awareness. Furthermore, students can join special interest groups that are often run by their peers to enhance their interests while also improving their well-being.

V. RECOMMENDATIONS

Finally, the study's limitations must be mentioned, including (a) the small sample size and (b) the limitations of instruments. This meant that more study with higher variability in the areas of gender, year level, course major and stress and life satisfaction levels before and after the pandemic is required to facilitate generalization of the findings and conclusions.

Furthermore, this study was done on a limited number of undergraduate business students, and this does not represent the larger community. Convenience sampling also involved using social media to recruit study participants. Because it lacks the power to discover socio-demographic group differences, such a sample limits the sorts of statistical studies that may be undertaken. Follow-up research employing population-based sampling is thus required to evaluate the proposed mediation model and any group differences.

In addition, because the data is cross-sectional, the present study cannot establish cause and effect relationships, even though there is a substantial negative correlation between the variables. Longitudinal studies are required to confirm if the hypothesized direction of effect is correct. Other factors that may influence these variables include maturity, personality, IQ, coping techniques, socioeconomic status, university atmosphere, and so on. To successfully aid persons struggling with the psychological repercussions of the pandemic, it is critical to consider their own resources and work to strengthen these resources.

The instruments employed for similar research are frequently constructed within foreign contexts. Although comparable questionnaires have been used in other studies, if this research is ever reproduced, it may be especially important for the Philippines to construct local versions of stress and life satisfaction scales. Counselors and educators face a more difficult field of social science research to investigate to better understand the influence of these two factors on other aspects of life.

Despite these limitations, the study enabled the researcher to conclude that stress serves as a reaction to many important shifts in life, acting as an agent in the process of adjusting to various life scenarios. However, it has been shown that stress is damaging when a certain circumstance is experienced more often, and the individual doesn't have enough resources and capacity to cope with it.

The pragmatic consequences of this paper are pertinent to analyzing the occurence of stress among university students during and after the pandemic. The significance of this study's findings is if reproduced, might serve as recommendations for implementing stress-management approaches in the university environment. Personal, emotional, and social skills should be considered while developing instruments and resources since they have a stronger influence on university students' life satisfaction and academic achievement.

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CASS FACULTY RESEARCH JOURNAL

The TSU CASS Faculty Research Journal • VOLUME 1

Perception and Motivation of the AB Communication Major Students about Creative Writing

a research by **Prof. Nerissa S. Olarte**

ABSTRACT

This research aims to examine the perceptions and motivations of Communication Major students about Creative Writing in relation to their gender orientation. Respondents are the Bachelor of Arts in Communication students who took up the course Creative Writing as an Elective subject during their junior year from AY 2021 to 2024 during first semester. The respondents consisted ofmales, females and declared LGBTQIA+ totalling to 189. Their ages ranged from 19 to 33 with preference of Poetry (51) Fiction (64) and Creative Non-Fiction (34).

The researcher used a mixed method approach. The study utilized a survey questionnaire following descriptive research design for Quantitative design. For the qualitative part, a semi-structured interview was administered to some 20 respondents among those who answered the survey questions to validate the responses and dig deeper on the preference, perception and motivation of the respondents in relation to their gender orientation. A conceptual framework was anchored on Maslow's theory and concept on self-actualization and intrinsic motivation. It also includes Mc Clelland's human motivation theory as a basis of the factors affecting the preferences of students.

The perspectives and motivations of the Communication major students, while they vary, presented interesting findings. To cover the perspectives, questions about ‘what’, about the people, places and things that interests them and what not. To find out their motivations, questions were asked using the ‘why’ method of questioning and identifying their preferences and inspiration in writing creatively. As for the relationship to gender orientation, the result derived from the responses has proved to be immaterial to their creative writing appreciation and inspiration to write.

INTRODUCTION

Creative writing can serve as a powerful tool for self-expression, personal growth, and motivation. Various reasons for appreciation and benefits derived from this creative activity are psychological and therapeutic benefits of creative writing, while enhancing motivation, fostering resilience, and promoting well-being. There are many factors that may influence the perceptions of the perceiver. The three major factors include motivational state, emotional state, and experience. All of these factors, especially motivation and emotion, greatly contribute to how the person perceives a situation. This research explores the diverse perceptions of creative writing and its multifaceted role in personal and academic contexts. Drawing on a variety of scholarly sources that investigate the different perspectives on creative writing as a form of artistic expression, a tool for self-discovery, and an academic discipline.

Within academic settings, creative writing is recognized as both an art form and a discipline that contributes to the development of critical thinking and communication skills. According to Adler-Kassner et al. (2012), creative writing courses offer students a unique opportunity to engage with language creatively while honing their analytical and expressive abilities. This academic perspective positions creative writing as a valuable component of a holistic education. Literature provides supporting ideas on how creative writing influence is perceived in educational settings. This study is bent on highlighting the academic value of creative writing such that it is significant as a required elective course in the Communication program.

From a cultural perspective, creative writing is often regarded as a form of artistic expression that captures the intricacies of human experiences. According to Fisher (2017), creative writing is seen as a means of creating art through words, allowing individuals to explore and communicate their unique perspectives. This perception positions creative writing as a valuable mode of cultural production that enriches the collective tapestry of human expression.

Motivational Synergy Theory. This theory suggests that in some cases, intrinsic and extrinsic motivations can combine in a sort of motivational synergy to support creativity. It also points out that individual difference variables and cultural differences, especially differences in self-construal, can mediate or moderate the impact of extrinsic constraints on motivational orientation and creative performance.

Creative writing has been associated with personal growth and the development of resilience. According to a study by King, He, and Noguchi (2018), engaging in autobiographical writing can enhance individuals' understanding of their past experiences, leading to increased resilience and coping mechanisms. This newfound resilience contributes to heightened motivation, as individuals are better equipped to face challenges and pursue their goals despite setbacks.

Creative writing has also been integrated into therapeutic interventions due to its positive impact on mental health and overall well-being. In their research, Mazza et al. (2017) highlight the efficacy of creative writing interventions in reducing symptoms of anxiety and depression. These therapeutic benefits contribute to an individual's motivational reserves, enabling them to approach life with renewed enthusiasm.

The researcher aims to find out how perceptions and motivation relate to creative writing of students across all genders. Reviews of related literature provide different perspectives and perceptions about creative writing contexts and circumstances whereby we could discover the motivation of writers regardless of their gender orientation. The study aims to attain the objectives that follow:

Objectives:

1.To infer on the perceptions and motivation of the BA Communication students about Creative Writing

2.To identify the effect of gender orientation towards creative writing genre preference of the respondents

3.To discover strategies and practices that will help improve one's skills in creative writing

The following research questions were formulated to attain the aforementioned:

1. What is the profile of the respondents in terms of:

1.1 Gender

1.2 Age

1.3 Creative writing genre' preference

2. What are their perceptions and motivations about creative writing in terms of:

2.1 People

2.2 Places

2.3 Things

2.4 Timing

3. How are they motivated to write creatively and by which process?

4. Does their gender orientation affect their preference of creative writing genre'?

5. What strategies can be employed to improve in creative writing?

A gender-sensitive approach to creative writing involves a commitment to inclusive representation. Kaplan (2019) emphasizes that writers can use their craft to challenge traditional gender roles and provide a platform for marginalized voices, contributing to a more diverse and representative literary canon. The relationship between gender sensitivity and creative writing is integral to the evolution of literature toward a more inclusive, representative, and equitable space. By embracing diverse gender perspectives, challenging stereotypes, and critically examining language choices, writers contribute to a literary landscape that reflects the complexity of human experience. As scholars and authors continue to explore the intersection of gender sensitivity and creative writing, the potential for transformative storytelling that resonates with a broad and diverse audience becomes increasingly evident.

In conclusion, the relationship between gender orientation and creative writing is a multifaceted exploration that navigates the complexities of identity, representation, and activism. As writers engage with their own gender identities and bring diverse perspectives to literature, creative writing becomes a potent vehicle for social change. The challenges within the publishing industry underscore the ongoing need for a more inclusive and acceptable space that embraces the richness of gender diversity in creative expression. As the literary landscape evolves, the voices of writers across the gender spectrum contribute to a more nuanced and representative narrative platform.

The relationship between gender sensitivity and creative writing is a crucial aspect of contemporary literature, reflecting an increasing awareness of the importance of diverse gender perspectives in storytelling. This study explores how gender sensitivity intersects with creative writing, examining its role in fostering inclusivity, challenging stereotypes, and promoting a more representative literary landscape.

With this review of related literature, this researcher has established that the importance of creative writing transcending gender stereotypes and becoming less biased and more acceptable over time regardless of who writes which genre. The loud sound of inequality among female and male creative writers might still be heard yet the presence of the LGBTQIA+ community has found their voice in the wilderness.

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In conclusion, the relationship between gender orientation and creative writing is a multifaceted exploration that navigates the complexities of identity, representation, and activism.

III. METHODOLOGY

The research design employed was mixed method research. Mixed methods is a research approach, popular in the social, behavioral, and health sciences, in which researchers collect, analyze, and integrate both quantitative and qualitative data in a single study or in a sustained long-term program of inquiry to address their research questions. (Creswell 2013) Explanatory sequential was pursued, specifically, descriptive design for quantitative approach. The qualitative approach was applied to investigate the perception and motivation of the Communication students about creative writing in relation to their gender orientation. The respondents were in their first semester of third year, who took the course Communication Elective 3- Creative Writing during their junior years in the BA Communication Program of the College of Arts and Social Sciences at Tarlac State University. The total number of 159 participants came from the department during the academic year 2020- 2024 with ages ranging from 19 to 33 years old. The gender of the respondents was identified as per their option and the results show there were 52 males, 89 females and 18 declared LGBTQIA+ .

A survey questionnaire was administered to the respondents through an online survey platform via Google form containing the same concepts of perception and motivation about creative writing as an activity in their Creative Writing Course during the first semester of their junior year at the university. The survey contained two parts; the first part contains particular statements that elicit responses from the students regarding things they like about writing. Specifically, the ‘what’ question or statement asking their preferences about persons, places or things represent their perception of creative writing. The second part of the survey elicits answers to the ‘why’ questions that pertain to the motivation factor in the research objectives. The whole survey took 20 to 30 minutes to accomplish and presented varied stance and realization on the part of the respondents. The questionnaire was administered from AY 2020-2021 up to AY 2022-2023. It was the primary reason for the extension of the research. The rich source of data gathered from four consecutive years presented impact on the perception and motivation of the student respondents.

The semi-structured interview questions delved into the preference between the identified major creative writing genres being- poetry, fiction and creative non-fiction

IV. RESULTS AND DISCUSSION

The study aimed to explore the perception and motivation of students towards creative writing in relation to gender orientation. The results showed a diverse range of responses, reflecting the complexity of the topic.

In terms of perception, students' views on creative writing were influenced by various factors. For instance, the study by Lange and Kim (2021) found no significant relationship between motivational orientation and creativity. However, they discovered an interaction effect between intrinsic goal orientation and self-efficacy on student writing performance. In relation to gender orientation, the data suggested that there were no significant differences in the levels of motivation and perception towards creative writing. However, it is important to note that this finding does not diminish the importance of considering gender orientation in the teaching and learning of creative writing. Further research is needed to explore this aspect in more depth.

In this study, more depth on their perceptions and motivations have been discovered by their unique answers to the semi-structured interview. The responses were tabulated and arranged per theme. Thematic analysis pointed to the interesting findings of this study. A longitudinal study will be pursued to extend this research output.

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What It Takes to Teach in a Fully Online Learning Environment: Provisional Views from a Developing Country

a research by **Jessie S. Barrot, Ph.D.**
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ABSTRACT

Abstract The present study was undertaken to obtain a clearer picture of teachers' online instructional delivery and identify difficulties that might require intervention. Specifically, the following research questions are addressed: (1) What are teachers' practices to promote learning in a fully online learning space? (2) What challenges do teachers experience during the fully online learning sessions? This study involved interviews with 17 teachers from nine higher education institutions in the Philippines, a developing country. Using a descriptive case approach, results indicated that teachers promoted flexibility and interaction, facilitated learning processes, and fostered an affective learning climate as much as they could. While most teachers practice flexibility, the data also showed some rigidity in their practices. Findings also suggested the critical role of technology in facilitating learning processes and stimulating class interactions.

However, these teachers faced several challenges related to technological sufficiency, learnerrelated factors, teaching delivery and assessment, technological complexity, and self-regulation, among others. Their varying experiences were linked to unique contexts brought about by several factors, namely available tools, institutional policies, pedagogical goals, and learnerrelated factors. Implications for classroom practices, policy making, teacher training, and future research are discussed.