

**MOTIVATIONAL FACTORS THAT INFLUENCE
HIGH SCHOOL STUDENTS OF CABUYAO
TO ENTER THE WORK FORCE**

A Thesis Submitted to
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Department of Arts and Communication
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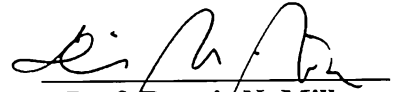
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of the requirements for the course
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Submitted by
Samantha Salas

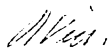
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APPROVAL SHEET

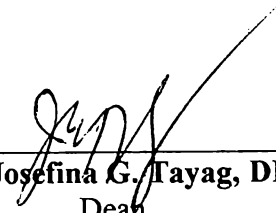
The thesis entitled “Motivational Factors that Influence the High School Students of Cabuyao to Enter the Work Force”, presented by Samantha A. Salas in partial fulfillment of the requirements for the Degree of the Bachelor of Arts in Organizational Communication, is hereby accepted.



Prof. Dennis N. Millan
Adviser



Prof. Rafael Villar
Chairperson *3-23-2020*
Department of Arts and Communication



Prof. Josefina G. Tayag, DPA
Dean
College of Arts and Sciences

Date Submitted

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“When God closes a door,
He opens a window.
He opens a window so
I can see
He’s working it out,
The very best for me.
He opens a window just for me.”
-- Joseph the Dreamer

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ABSTRACT

The Ladies Circle of the Rotary of Cabuyao set up a project to provide incentives to high school graduates to enroll in college. This has been on-going for several years now. The project is geared towards encouraging public high school graduates to enter college. Considering the industrialization of Laguna as part of CALABARZON, and proliferation of numerous factories in Cabuyao, most families can afford college education for their children. However, this civic organization found out that still, most high school graduates do not go to college anymore but work immediately as apprentices, messengers, laborers and other unskilled assignments.

Through Career Orientation Seminars, the Club tried to encourage high school graduates to go to college and finish a course that will lift their standard of living.

Rotarians admit that, so far, their Project has not shown any sign of success. More and more high school graduates still enter the labor force.

To respond to the Rotarians' problem, the researcher looked at the possible factors why most young people of Cabuyao do not go to college. For Cabuyao's students, college education is not as expensive as before, particularly now that the colleges are already near, hence no need to spend for board and lodging. The parents, for their part, have steady source of income, not only as workers in the factories, but by being self-employed tricycle drivers and sari-sari store operators.

Setting aside financial reasons, the researcher focused on what motivation provides disincentive to the pursuit of college education. The researcher hoped to find clarification on the role of self-esteem and need for recognition in influencing the high school graduate to forego college.

Once these disincentives were identified, the researcher formulated specific recommendations to counteract them.

The Conceptual and Operational Framework is based on Maslow's Hierarchy of Needs that categorized human motivations into five (5) levels. The most basic are the Physiological Needs that include food, shelter and clothing. Next comes Safety Needs which include physical safety and security. The third level is Social Needs that involve belongingness and love and interactions of individuals with each other. Esteem is the next level, where one's actions are geared to earning recognition. Finally, at the highest level is Self-Actualization, where an individual aspires to develop his fullest potential. As each level is attained, the individual is motivated to aspire to the next level. Alderfer's ERG Theory was also referred to, which reclassified needs into three: Existence Needs that include food, clothing and shelter; Relatedness Needs which represent desire for relationships with family, friends and co-workers; and Growth Needs that relate to creativity and productivity,

A Descriptive-Exploratory Approach was used in the Research Design to isolate determining factors for the study. Interviews were conducted in several factories where high school graduates were employed. The data showed that majority of these young workers did not come from impoverished families. Their parents are either dressmakers, jeepney and school bus drivers, or even teachers. Thus, financial reasons for not going to college are not considered.

Respondents of the research were 4th year students of Cabuyao National High School who were given questionnaires on Self-Esteem. An Interview with the Guidance Counselor of CNHS (Cabuyao National High School) was also conducted to get the point of view of the teaching staff. A Focus Group Discussion was held with randomly picked 4th year students.

Although the typical senior high school student is already urbanized and with high self-esteem, it was found by the researcher that he is discouraged by the fact that he could not enter prestigious schools. And so, he opts to immediately apply for a job, reasoning that even if he graduates from some obscure college, when job hunting comes, applicants from the prestigious schools will ease him out. He concludes that having a high school diploma and landing a job, then helping his younger brother or sister finish high school, are accomplishments enough worthy of recognition. He will be staying in his own community, with his family, near his friends and co-workers. This is much better than go to some obscure college where he will just be a faceless stranger. Furthermore, while parents dream of their child becoming a lawyer, doctor or engineer, what interests the high school graduate may be drastically different, such as becoming a painter or a dance choreographer.

The appeal of college education is not strong enough. Self-esteem worked negatively in so far as Cabuyao's high school graduates are concerned. From the response to the questionnaire and the interview, they appeared self-confident and well-informed, but they will not insist on choosing their own careers if their parents desire another. They would rather lower their satisfaction needs from self-actualization and esteem to mere belongingness and love which can be derived if he remains in his community, working at a nearby factory, close to his family and friends.

Based on the findings of the study, the researcher has certain specific recommendations in mind.

There must be an overhaul of the curriculum in the primary, intermediate and high school level. Professional educators must monitor the student's performance on all levels and once in high school, there need be only four or five major subjects to be taken found consistent with the particular student's record. This will allow the students much needed free time to balance his concentrated schooling with other subjects and activities of interest to him, similar to what in college are classified electives. Limiting high school subjects will also permit the maximum use of school facilities, as there may be three (3) sessions of morning, afternoon and evening classes.

Civic organizations like the Rotary need not insist in requiring a choice between college and working. In their Career Orientation Seminars, the pride of being a working student may be emphasized, as there are hundreds of famous Filipinos who took this route to success. It will be better also to include the parents in the seminars, for as noted in the research, parents sometimes provide disincentive for their children to go to college.

Since it will require passage of law to overhaul our educational system and provide the needed funds, which will take some time, what the Rotary and other such organizations may do is to support a career identification monitoring system to be implemented from 1st year high school, so that by 4th year high school, students will have a definite direction in mind insofar as higher education is concerned.

U.P., being the standard by which the level of education of other schools is judged, its high standards must filter down to the provincial level by establishing at least one (1) U.P. college in each of the provinces.

The necessary funding to implement the recommendations may be derived from assessments on the top 500 Philippine corporations to establish an Education and Career Development Fund. These participating companies must sign an undertaking to take in as preferred employees the students upon their college graduation. Since parents will be deprived of the income a working child would have earned had there been no college schooling, Vouchers may be issued to them by the participating company, which can be used exclusively for their hospitalization and food requirements, chargeable to whatever salaries the child will earn upon graduation and employment.

Finally, it is recommended that further studies be made on how motivations could be ingrained in the youth, elevating their self-esteem and creating in them the impetus to finish college, setting their sight to the highest level of needs, called Self-actualization Needs in Maslow's Hierarchy of Needs, or Creativity and Productivity Needs in Alderfer's Theory.

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CHAPTER 1

INTRODUCTION

College education provides a better opportunity for elevating one's standard of living. Compared to those who drop off after high school, a college graduate will have a big head start and easily get a highly-paid position in an office, with expectation of regular promotion, meet a "higher class" of people, live in an exclusive neighborhood, marry an equally-educated spouse, and have children enrolled in exclusive schools.

Thus, given a choice of going to college or not, we already know the most likely response.

The concern of this research is the behavior and motivation of young people to skip college, despite the high reward we Filipinos place on college education. Assuming that lack of funds play a major role in preventing entry to college, are there other equally-important factors that instigate high school graduates to forego the chance of landing white-collar jobs after college?

Creation of economic growth zones in selected areas of the country has already been implemented by the government for the dual purpose of decongesting MetroManila by relocating squatters and bringing industry and job opportunities to the countryside. This is particularly successful in the region identified as CALABARZON-composed of the provinces of Cavite, Laguna, Batangas, Rizal and Quezon. Within this area, economic zones were established that gave special incentives to foreign and local investors to encourage them to put up factories and offices there. The corporations that put up their business in the eco-zones were given exemptions for their raw material importations; as well as tax exemptions, special visas for executives and other needs. In return, they are expected to give employment preference to the residents of the barangay or town where the factory is located.

Opening factories near barangays where the poor reside enabled people, even the unskilled, to obtain jobs. It will seem that the reason for failure of a big percentage of high school graduates to proceed to college, which is lack of funds, has been solved by giving jobs to the parents. But again, for a poor family, the high school graduate who can immediately earn a living at the earliest date will bring home much needed additional income. Once more, a college education is to be sacrificed.

The Rotary Club of Cabuyao Ladies Circle is sponsor to a project, on-going for some years now, geared towards encouraging public high school graduates to enter college instead of immediately working in the factories that abound in Cabuyao, Laguna. The Rotarian Career Orientation Seminars try to assist graduates in finding ways and means of going to college and finishing a course that will lift their standards of living. The Rotary thought that, with colleges in Cabuyao and nearby towns of Calamba, Sta. Rosa and Binan in Laguna, college education is not as costly as before. And with job opportunities for their parents available in the economic zones, the project to encourage the young people to obtain a college degree will surely succeed.

The Rotarians admit that so far, their Project has not shown any sign of success. More and more high school graduates still enter the labor force.

The traditional reason for not going to college is priority of earning a living at the soonest possible time. But when livelihood opportunities became plentiful in the countryside, and parents were able to land regular jobs, money for college was available. But yet so few entered college.

Statement of the Problem

What other motivation, beyond material needs, provide disincentive to the pursuit of a college education? Or, stated otherwise, what factors or motivations will provide sufficient incentive for a

high school graduate, and also importantly, the parents, to regard getting college degree a desirable goal.

Motivation has been defined as the desire and willingness of a person to expend effort to reach a particular goal or outcome. Here, we shall explore such motivations that prompt high school students to forego college education. More importantly, the motivation of self-esteem and recognition will be studied to identify the positive factors that stimulate the desire to obtain higher education.

Objectives

The research hopes to isolate the reason why the Rotary Club of Cabuyao's effort to encourage high school graduates to take up college course has not been successful. It will also relate the motivations of recognition and self-esteem of the youth that influenced their decision to forego college studies. The possible incentives will also be studied that should be given to the youth and the parents so that they will resist the temptation of early employment but instead enroll in college. Finally, the research will try to identify other factors that come into play in motivating the youth of Cabuyao to forego college and immediately enter the work force.

Significance of the Study

The study was prompted by the Rotary of Cabuyao experience. The focus was the graduating class of Cabuyao National High School. Cabuyao, Laguna is the typical Philippine small town that used to be undeveloped under the shadow of the first class municipalities of Calamba where Canlubang Sugar Estate is located; and Binan, where the commercial, transportation, and school centers may be found.

The subjects of the study are high school graduates who chose to forego college education but instead obtain employment in the nearby factories. These are eighteen (18) years of age or over,

and it may be safely assumed that they do not possess any special skills and no technical expertise on just about anything. Consequently, their classification will be under unskilled and their wages set at the minimum. They walk home, or ride in tricycles. They eat lunch from their “baon”, and seldom mingle with the office staff, but instead gravitate with their own group of similar work assignments and similar family background. Soon, they pair off and not long after, they marry their “own kind”. They will have children, and the whole cycle will be repeated. What has been a tag for our country, as a nation of sheep, will thus be perpetuated. (Carino, former SK, Cabuyao, Laguna)

The high school graduates are the young adults, so early in life relegated to lowly wage earners. Unfortunately, while Republic Act 7610 is a law passed by Congress to provide stronger deterrence and special protection against child abuse, exploitation and discrimination, it cannot protect our young high school graduates against exploitation. It provides:

“Every effort shall be exerted to promote the welfare of children and enhance their opportunities for a useful and happy life.”

This law further dictates that it shall be the duty of the State to protect and rehabilitate children gravely threatened or endangered by circumstances which affect their survival or normal development and over which they have no control. These endangering circumstances include working conditions hazardous to life, safety and morals.

This law therefore protects the young against threats to their normal development. And failure to attain higher education is a restraint against the youth’s development. The problem is that the law covers “children”, defined as those below 18 years of age. Again, its provision on non-formal education aimed at promoting the intellectual, moral and vocational efficiency refers to children who have not undergone or finished elementary or secondary education. Our high school graduates do not

have such legal protection.

The concern of this paper covers those young boys and girls who, after graduation from high school, enter the work force. They are not children anymore. Hence the previously-quoted legal provision does not apply to them. While the Labor Code mandates every employer to render assistance in the establishment and operation of adult education programs for their workers, these are on-the-job trainings and seminars, not effective substitute for college education.

Furthermore, certain Labor Code provisions favorable to workers may not apply to high school graduates. Being young, they have to undergo months of apprenticeship. Being underskilled, a high school graduate will usually be given work assignment consisting of repetitive and mechanical process. There is also the usual practice of assigning the young worker to the night shift. Night-work brings increased danger to eyestrain, fatigue, and accidents. Serious moral dangers are likely to arise.

The lofty cry, “the youth is the hope of the fatherland”, has lost its meaning for the youth is wasting away in some dark corner of a factory.

This study is significant as it attempts to fill a void and in its recommendation may need some compulsion to accomplish. It will involve “disincentive” upon the would-be employers who would want a young, able-bodied, alert work force, parents who will appreciate an “early return on their investment”, and the young ones themselves, who will be able to have money “to burn”.

This work also emphasizes on factors that affect a person’s decision. Everyday, people make choices whether it be as simple as picking what clothes to wear or complex as picking what course to take in college. There is no certain way of deciding especially when it comes to life’s choices because there is no one way in choosing a path. In this case, the author wishes to impart that studying the factors that make a young adult in Cabuyao choose the factories instead of a higher

education will help readers understand why. Another thing that we should consider is that there is no “right” or “correct” way of making a decision. One person might think that entering the work force is the right thing to do but for another, it should be to pursue a dream of going to college. Right or wrong it is entirely up to the individual.

Scope and Limitation

It is said that human behavior is a function of both the person and the situation. Each individual brings a set of personal attributes to a situation, and different persons may act differently under the same situation. On the other hand, each situation brings a unique set of forces to bear on an individual, leading a person to act in different ways to similar or different situations. Also, the reactions by an individual does not come solely based on the objective features of a situation, but likewise the subjective interpretation of events by the individual.

We shall be exploring human behavior, represented by the high school graduates who opted to join the work force and not go to college. Being as objective as possible, and setting aside as a given the oft-repeated excuse of lack of funds, we shall study other factors that determine the choice.

Factories in Cabuyao, Laguna attract a lot of high school graduates. There is the pride of earning a living, a feeling of independence- having ones own money, and without displacement, for the workplace is often within walking distance from their houses.

This is what prompted the Rotary Club of Cabuyao to conduct regular Career Orientation Seminars to graduating class of high schools, to generate enthusiasm among these youngsters to pursue a college education: for better pay, wider opportunities for advancement, and unlimited horizons.

Classified advertisements of newspapers are full of challenges for the youth:

“We need dynamic, self-motivated and highly competent individuals!”

“See your career in brighter perspective! Visualize yourself as part of a dynamic result-oriented team.”

“We are looking for mature, assertive and self-confident young people!”

Apparently, in Cabuyao, Laguna high school graduates respond to such enticements, forget college, and enter the work force. The Rotary Club’s program of encouraging high school graduates to obtain college degrees has so far failed.

Considering that jobs abound in Cabuyao, then lack of funds for college study may be taken out as a factor. With respect to peer pressure, considering that the opportunity to go to college is available to every young person, peer influence can go both ways, either to encourage or to discourage. This is the subject of a separate study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The objective of this paper is to find out why many high school graduates are not eager to earn a college degree, but instead opt for early employment.

This is in the realm of motivation. But what really does motivate people? The answer is as complex and as various as people themselves. The latest findings indicate that true motivation is internal. The way we react inside to various incentives determines to what extent we will be motivated.

Different people are motivated by different incentives. As a general rule, however, all of us have one internal need in common - and that is a desire for recognition - a feeling of importance. We want to be thought of as worthwhile and of some consequence to others with whom we come in contact with.

After receiving a high school diploma, a great enough achievement in poor communities, with brothers and sisters still in grade school, our new graduate may very well echo Mr. Jack Taylor's statement in his "Key to Triumphant Living":

"I meant well,
I was willing to work;
I wanted more than anything else to succeed!"(Taylor, 1981. 18)

Money of course is an effective motivator, but what about a future career where money will be relatively more substantial, and there is the added incentive of security, status and recognition: all by deferring for some years an early employment, and first finishing college?

We cannot overlook the fact that individuals can be compelled to action because of their relationship with other people - their membership in a group. But not all individuals are affected

to the same extent by group membership. Some never “belong”, others are accepted by some groups, others are rejected.

Concept of Motivation

According to one author:

“Motivation is dependent on communication. But what is involved in communication is often misunderstood. It is often thought to be a matter of technique, of knowing how to speak clearly, of putting up bulletin boards and sending out announcements. This is but scratching the surface. Motivation is the sum of all things one person does when he wants to create understanding in the mind of another. Communication is a bridge of meaning. It involves a systematic and continuous process of telling, listening and understanding” (Meyer, 1965, 2-3).

Maslow’s Hierarchy of Needs

Maslow’s Theory on the Hierarchy of Needs is very relevant to our study. According to Maslow’s studies, man has five needs, and these needs are arranged from the most basic to the most complex. These are as follows: physiological, safety, belongingness and love, esteem, and self-actualization.

“Physiological needs comprise the basic requirements to live: food, water, and shelter. It may include the ability to provide for the family. Next is safety, which refers to one’s security, including physical safety. The third is belongingness and love, which involve the interaction of individuals with each other. Esteem is the next level, where one’s actions are designed for accomplishment, earning a reputation and recognition. Finally, there is self-actualization, where an individual aspires to develop his fullest potential” (Gordon, 1987, 79-122).

Maslow believes that there are few individuals who achieve all these needs. He calls the unsatisfied needs the prepotent needs, which can motivate a person to act to fulfill it. Furthermore, Maslow states that the hierarchy may have different order of priority. Finally, the needs may be classified as low-order needs and high-order needs, again depending upon the individual.

Alderfer ERG Theory

Alderfer recognized Maslow's hierarchy of needs, but reclassified them into three main captions: existence, relatedness, and growth. He agreed with Maslow that unsatisfied need may motivate a person to act to achieve it. Alderfer discusses another influence that can be attributed to difference in the individual's development level, as well as in experiences. Alderfer's so-called ERG Theory emphasizes that two or more needs can operate simultaneously. The needs are classified as follows:

Existence needs that include desire for food, clothing and shelter. Relatedness needs, which are the desire for relationships - with family, friends, and co-workers. Lastly, Growth needs relate to creativeness and productivity.

Motivation-Hygiene Theory

Dr. F Herzberg, the author of "The Motivation of Work - The Hygiene Theory", identified two sets of conditions that affect a worker. One set of conditions has the power to satisfy. He called these "motivators". The most important motivators are achievement, recognition, the work itself, responsibility, and advancement. All these factors are intrinsic to the job (Brownell and Frank, 1989).

Another set of conditions are the dissatisfiers or hygiene factors. These factors have a negative effect. When they are absent, or deficient, they cause the worker to be dissatisfied. But they cannot satisfy, and no matter how abundantly they are provided for the worker - they cannot motivate him to do a better job. The leading hygiene factors are company policy and administration, supervision, interpersonal relations, working conditions, and salary. Herzberg said that money is not a true motivator. If you do not pay a man enough, true, he will be

unhappy. But above a certain point, you cannot motivate him through more dollars. Salary is merely peripheral to the job.

For the purpose of this research however, Herzberg's discussion may be relevant in assessing why a high school graduate will find working rather than undergoing college studies much more desirable: the sense of achievement and recognition by his family, friends and neighborhood. Going to college is losing one's identity in the faceless thousands of students. But to have one's name in a payroll, in a time card, or joining a Friday night out: these are indeed strong motivators.

To apply to the problem at hand, high school graduates will have disincentive to immediately join the work force if there is less motivators and more dissatisfiers.

Former Education Secretary Juan Manuel, in his "Source Book in Philippine Education" (1972) stated that as may be relevant to this research, Filipino families being usually with many children, it is usual for the eldest to sacrifice and totally forego a college education but instead find work. A more practical scheme by some families makes arrangement for studies to be done alternately, so that while everyone goes to higher levels of studies, alternate yearly delays are made so that one child goes to school while another work.

Vroom's Expectancy Theory

According to this theory, motivation is the function of an individual's expectancy. A certain amount of effort would lead to a certain level of performance which in turn, will lead to desired outcomes or rewards. Each potential outcome has "valence" or degree of attractiveness which varies from people to people. In remote villages, a family with a college graduate stands out as a success. For the family members to sacrifice everything, devoting themselves to seeing one of them finish college, has a high degree of "valence". This concept of valence relates to the

possible incentives sought in this research to bolster motivation for high school graduates and their parents to exert effort to have a college education for the new graduate (Greenberg and Baron, 1995).

Education

Peter Drucker, called “ the Man who Invented the Corporate Society” in his book “The Age of Discontinuity” (Warner Books,1980) has a pessimistic regard towards education, as it is now. The development of a new order called for educated people. We have entered the age of knowledge revolution. In a few years everyone would be educated in a way that had previously been the province of the privileged few. But the revolution brought about problems. Somehow, money would have to be found for the new expanded educational facilities and the teachers required by the new society. We would have to develop a craft of teaching as we were developing a craft of management. Mass education would have to bring into play new tools of mass communication - radio, television, movies, computers. All this would cost a lot of money. Then, too, society has to figure out the purposes of expanded education. “Education for what?” The purpose of education would be to have individuals as functioning members of society. We are not agreed upon the purposes of education. We deplore the incompetence of those who teach our young. In this study, the recommendations made are directed to the improvement of the present system of education and how funds needed may be obtained, as reaction to the concerns of Mr. Drucker.

Concept of Culture

This research will necessarily touch on the concept of culture. There is apparent inconsistency of high school graduates and their parents accepting the fact that college graduates

will have better standard of living but reject opportunity for higher education and instead let the high school graduates just immediately join the work force. Culture let people behave, act, think and feel the way they do, because that is their perception about the world. In the research, the senior high school students appear full of self-confidence in what they are about to achieve, which is to obtain a high school diploma. But there appears no strong incentive to attain higher education. This is where the concept of culture comes in. These young men and women belong to relatively poor families, their status implicit in their parents' income, occupation and education. It would appear that there is a definite distinction, a cultural difference, between the masses and the elite, the poor and the rich, so much so that the majority of high school graduates may feel their "rightful place" is as factory workers, not college students.

Forces that Cause Cultural Differences

There are certain forces in society that promote or cause cultural differences. The basic ones are:

Biology. The inherited similarities and differences coming from a common ancestry provide a genetic or biological explanation for distinctive characteristics of various cultures. Biological differences among groups of people are often readily observable, particularly on external features such as skin color, body shape and size, type and color of hair, shape of eyes, nose and lips, and other physical attributes. These visible differences define group boundaries to include some individuals and to exclude others. However, research on interracial adoption has shown that educational and economic advantages are the critical factors in determining children IQ scores. It is therefore suggested by these data that although hereditary differences certainly exist, most differences among human groups result from cultural learning or environmental causes.

Interpersonal Communication Patterns. These are the face-to-face verbal or non-verbal coding systems that cultures develop to convey meanings and intentions. Objects and ideas are sorted out and shared experiences are given meaning. Primary agents of conveying beliefs and practices are the parents, but the entire network of interrelationships provide constant message within the culture on the preferred ways of thinking, feeling, perceiving and acting.

Institutional Networks. These are the formal organizations in societies that organize activities of large numbers of people. These include such institutions as government, education, religion, work, professional organizations and even social organizations. The Cabuyao Ladies Circle of the Rotary Club is among these institutional networks. It has a project to encourage college education for high school graduates which is the focus of this study.

Technology. The inventions that culture has created or borrowed is its technology. These include tools, weapons and micro-chips. Because of the computer, there is now the information revolution. The new media technology extend the ability to communicate beyond the limits of face-to-face encounters. It is responsible for introducing ideas from one culture to another in unheard of volumes, instantly. In this study, it is possible that computerization and the internet, with indications of the lesser need for formal study, may provide disincentive towards enrolling in college.

History. The unique experiences that have become part of a culture's collective wisdom is its history. These events form the shared knowledge that guide a culture's collective action.

Ecology. The external environment in which the culture lives is its ecology. It includes such physical forces as climate, land and water formations, weather and the availability or unavailability of food and raw materials. Evidence demonstrates the development and survival of cultures living in cold weather climates demand an adaptation that often takes the form of an

increased need for technology, industry, urbanization, tolerance of ambiguity, and social mobility (Lustig and Koester, 1993). In the Philippines, the opposite may be true: there is less social mobility, and technology while it improved industry do not affect, except for opening up low-paying jobs, the greater number of workers who are given routinary, unskilled, mechanical assignments.

Interpersonal Relationships

Within a relatively small circle, involving more or less few people who can interact exclusively with one another and who therefore has the ability both to adapt their messages specifically to the others and to obtain immediate interpretation from the different cultures, people may work it out through interpersonal communications. This interpersonal relationship between people may arise between strangers, who lack familiarity, acquaintances who enjoy casual relationship, friends with a high degree of familiarity, and family, representing intimate relations by kinship of blood and marriage.

Understanding the interaction among persons within this small circle will provide a guide towards the problem of isolating motivations that provide disincentive to college education.

“Families are primary units of learning and interaction. They are in fact regarded as a micro-culture. They have interaction patterns, norms, rules, attitude, values, space, dress, system of rewards, tools, and roles, and they too live in an external environment, be it a town or a country. Just as an individual has a personality, so can each family group. Some families have aggressive styles, others laid-back and easy-going. Some encourages dependency, others autonomy” (Dodd , 1991, 179).

He also said that:

“The family provides social identity and a sense of personal competency through the learning skills identified with one’s kin. Some families are very supportive of its members. Recent national survey research shows that children of supportive parents are more likely to behave ethically and maturely in a number of crisis situations” (Dodd, 1991, 181).

Another important family system variable is cohesion. Children of families which regard independence as desirable develop management attitudes less inclusive of others in adulthood. On the other hand, extreme over-cohesion will result in dependence and helplessness.

Family rules are teachings of do's and don'ts within the family. Every family has its system of doing things. Flexibility which basically sets broad rules of actions but allowing the children to understand the reason for the rules is more likely to bring up children who accept individual responsibility for their actions and are able to adapt to new situations.

Approachability means openness and listening. Positive systems engage in reciprocity in conversation between parents and children. The freedom to express thoughts as distinguished from an atmosphere where parents display discomfort on discussion of sensitive topics may result in preparing children to roles of active participation in management meetings.

Another important variable is availability. This is different from approachability and focuses on parents who simply do not have the time to communicate with their children, creating dysfunctional and dissatisfying home lives. Fear, anxiety, poor understanding and time pressure will result in failing to provide the ideal atmosphere for building confidence in the children.

A number of values, through both on the Western and the Asian models, center around evaluations concerning family and kin, especially values towards elders, parents, and ancestors. (Dodd, 1991). Almost every culture show some degree of respect for its elders. Even now, elder people despite absence of actual kinship, are addressed as "aunt" or "uncle". For many Asian cultures, age and its accompanying wisdom stand as a focal point of respect.

Most Western countries stress individuality and making one's own decision by mid-teens, but to honor one's parents throughout life is still universally considered as one of the highest

virtues (Dodd, 1991). Further on, it is common to pay homage to ancestors, with the subconscious belief that the deceased can influence the life of the living.

Filipino Society as an Americanized Society

What is important to note is that it is not Hollywood alone or the TV or the bad songs from the radio or Coke or the ritualistic dances or the magazines or the puerilities of the society page that should be held responsible for the aberrant Americanization of the Filipino.

“The great majority of Filipinos are products of the American-established public school system, with little more than the wisdom that may be found in the contents of Poor Richard’s Almanac and these educated Filipinos in time became the backbone of our bureaucracy and the chief practitioners of the peculiar art of Filipino politics. Power came into their hands and with this power they asserted themselves and their tastes and their wisdom became general and official” (Soliongco, 1987, 209).

Japan’s Attempt at Re-Engineering the Filipino

The Japanese Occupation saw a deliberate work of cultural engineering.

An education policy seeking to change the Western Orientation of the public school system was promulgated. A compilation of new textbooks “to meet the changed circumstances” was ordered. All media of mass communication came under military control. Tagalog substitutes were found for English terms and expressions. It was primarily in the schools, public and private, that the Japanese hoped to spread the official language. In the public sector alone, about 1/3 of all school children and about half in high school were back in school by 1943.

The local elite, who considered matriculation in the capitals of the Western world the better part of a proper education, were redirected to the universities of Tokyo. For other less-favored students, a Phil-Cultural Institute was established in Tagaytay offering to college graduates free board and lodging, clothing and living allowance.

The Japanese saw in the Filipino frivolity, idleness, gambling, excessive love of ease and pleasure, and the shirking of effort and duty. The Japanese prescription was spiritual reformation, moral rejuvenation, simplicity, the spirit of sacrifice and above all, the cult of labor.

To achieve its aim, the Japanese Occupation Forces identified education as the main instrument of the state for character formation, vocational training and political indoctrination. The US neglected to establish vocational schools which were absolutely necessary for the cultivation of the nations strength. In the spiritual aspect, little importance has been attached to the sense of duty which requires endurance and sacrifice. Instead, the Filipinos have learned self-indulgence and physical pleasure.

At this juncture, the research found the need for an overhaul of the Philippine educational system, a revolutionary step not unlike what the Japanese attempted when they conquered our country.

Scholar Masanori Oshima stressed the traditional family system of “ respect for parents”. It was this “moral force” which in pre-Spanish times manifested itself in ancestor worship - as exemplified by the universally celebrated Catholic holiday known as All Saints Day. The head of the Philippine government might be better called the Apo or Father of the Philippines, chosen by the group of elders, not as a working chief executive but a personal symbol of national unity and traditional values (Gosiengfao, 1976).

Need for Economic Liberation

The most urgent need confronting the Filipino masses today is that of economic liberation. But economic liberation shall become a reality only if the masses themselves are able to face and analyze the conditions for the better. Two of the principal obstacles to the enlightenment of the masses, however, are the tradition and contemporary state of Philippine

culture which is not only colonial but reactionary as well. Of our contemporary cultural forms, drama and film are the most effective disseminators of the negative values that blind the masses and hypnotize them into a state of passivity. But what are we to do about these values? How can they be changed/remolded so that they may help in today's search for a Filipino identity, in culture, government and economy.

Economic liberation is not going to fall like manna from heaven. Like all other forms of social change, liberation will be the product of a definite social process, as slow and as sure as the passage of time itself.

When Cabuyao's rice fields were land-filled and its hills flattened, trees felled and the factories came, there arose a barrio of shanties rising above the mud and grass. The populace is made mostly of carpenters, plumbers and masons who were hired for the construction of the factories and the erecting of the hollow block perimeter walls (Gosiengfao, 1976). These are the peasants, coming from the farms and rivers and Laguna de Bay, whose children are the high school graduates that we want to push on to college.

Impact of Modernization

Is it possible to retain the traditional family forms which we hold so dear and at the same time be actively involved in the energetic drive toward modernization sweeping our society? Are the two, our family system and modernization, really incompatible?

The barrio farmer and his family do not hold seminars on this subject not just because their levels of education are lower, but because of their way of life. Traditional family forms still function efficiently and are not perceived as sources of conflict. Rather, tensions are attributed to new ways brought in from the outside. Any innovation seen as threatening family life tend to be rejected summarily, which is one way of resolving the strain.

The institution next to the family which concerns Filipinos the most is probably the economic one, perhaps because so much is expected of it. A higher standard of living has come to be seen in his country as a matter of right. And it will be achieved, planners feel, largely by industrialization and increased food production.

In education, it is said that we expect the school to teach the child everything from new math to proper conduct. School authorities on the other hand accuse the home of failing to foster the interest in learning which the teacher needs as a base for his efforts. Parents choose courses for their children with an eye to the money-earning capacity rather than the interest and aptitudes of the individual child.

Let us focus now on the household unit looking in turn at our child-rearing patterns, the husband and wife relationship and the influence of other household members.

The Filipino child is born into a household which lavishes upon him love, attention, and at least until a younger sibling comes along, a minimum of discipline. The infant soon has to be weaned of constant care, especially when the mother becomes pregnant again - but he soon explores his environment in earnest, thereby discovering the neighborhood children, the all-important peer group. Here, *pakikisama* is stressed. The same theme of getting along results in the pattern of parental discipline - where quarrels among siblings are settled with a shout or slap, with little interest shown in the cause of disagreement and the matter of who started it.

Permissive, even pampered, as is the Filipino child's upbringing, he soon learns the authoritarian pattern. The Filipino child receives little praise for a task accomplished. Creativity is similarly sacrificed to conformity and tried and true patterns.

It takes a dedicated, forward-looking teacher to enkindle the spark of creativity, but too often the school itself puts out the last spark of creativity when the authoritarian teacher chides

This picture of the Filipino family may appear rather dismal, but sociologists have a term for it: cultural lag. This is the social phenomenon in which the actual behavior of a society in response to current needs fails to correspond to values the society still glorifies as desirable. The wider the gap, the greater the tension felt because we are committed both to the behavior and the norms. And in time of rapid change, the gap is wide indeed.

The barrio pattern of family living sees the newly married couple moving in with either set of parents for the first year of marriage until the first child is born. Then the couple generally moves into its own household adjoining the old one, or to some other site in the same barrio. This pattern of affectionate but domineering parents trying to keep the flock together may have some positive functions, such as providing a bastion of closeness in the impersonal city. It undoubtedly serves to perpetuate the embeddedness of the Filipino in his ingroup and makes all the more difficult his ability to interact with strangers in a relaxed and trusting manner (Hollnsteiner, 1986).

Threat from Technology

The benefits of technology are easily seen, but there are threats and dangers also, albeit hidden.

When we speak of technology, we usually think in terms of machines and process, production methods and other inventions. We think in terms of industrial equipment, synthetic fertilizer, modern drugs, telecommunication network, efficient methods of building and repairing road and bridges. It connotes a systematic way of doing things.

Technology also includes efficient utilization and control of human beings. Human work has received due attention from various scientists involved in what has been termed “human engineering.”

There is constant designing and redesigning of human organization featuring various types of authority structures and hierarchies. Human engineers have come up with modern methods of utilizing the services of various individuals.

In Frederick Taylor's study in 1899, he was able to come up with a system of determining how physical movements of workers can be made more efficient so that time and effort will not be wasted on unnecessary and unproductive movements. This is now called "time and motion study" which is simply a method of systematizing the work and thereby increasing the productivity of the worker. Yet, time and motion study reduces the worker to an object, a tool or a machine, devoid of intellect, and of feelings (David,1979).

Negative Effect of Industrialization

In this research, one major disincentive that dissuade high school graduates to enter college is the availability of work in the nearby factories. The youth and their parents should be aware of the negative effect of industrialization. The huge factories perpetually emit foul-smelling black smoke. Some of them have found their way into the provincial countryside because the city-centers can no longer suffer them. From the city centers to the rural hinterlands therefore, these industrial pollutants have brought their technology with them promising employment in exchange for the right to deface our surroundings and to poison our atmosphere.

Hand in hand with the defacement of our physical environment, regard to man as an object, reduced to treatment just as we give to machines, simply oiled, cleaned and repaired. Let us look at the worker at his workplace. Before an automatic machine, the worker moves according to the dictates of the machine. Under this situation, man is controlled by the machine which programs his movements and the rate of his work. This insults the human spirit, kills initiatives, stamps out creativity and innovativeness.

There is a tendency for educational institutions in an underdeveloped country to go over board in emphasizing the importance of technology. This is as true for the universities as it is for secondary and elementary schools. Unfortunately, it seems that those countries beset by the chronic problems of under-development are the ones most eager to transform their educational institution into purely technical-instrumental organizations capable only of contributing to the attainment of pre-determined goals through the production of narrow-minded graduates capable only of filling up the technical rules laid out for them. The schools mold the minds of a country's people.

There is no doubt that we reap many benefits from technology. Neither can it be denied that the imperatives of national progress demand that we make use of the products of technology. But that picture is not complete unless we also pay attention to the possible dangers posed by technology. Our schools are and should be more than just sausage factories (David, 1979).

Victims of Industrialization

The victims of industrialization are the weaker social strata of the population. They are the small farmers, fisher people, and national minorities whose land or sea are confiscated for the sake of industrial projects. They are slum dwellers evicted from their huts, workers and self-employed people whose traditional undertakings are jeopardized by the rapid advance of modern, mass production plants. They are also underpaid workers in factories without the rights to organize and struggle. They are marginal workers regarded as expendable and thrown out as recession deepens.

The whole process hits poor peasants in a variety of ways. Commercial networks send hordes of sales people using brain washing advertisement drives, into all corners of rural areas, offering appliances, auto-bicycles, sewing machines, and medicines. Farmers fall into debt by

buying these brand new commodities and eventually, lose their land. Hence the exodus of poor farmers into the sprawling cities where they live in squatter areas surviving on day-to-day odd jobs. Squatter settlements are not these people's final residence as they are often driven out from there.

To create new job opportunities is the battle cry of this kind of industrialization program. Obviously, new projects and new plants create new jobs. But how many old jobs are lost in the exchange. The KSC sinter plant in Iligan City drove out 2,000 people and hired 60, very few of whom are from the evicted group. Obviously, MNC-oriented industrialization accelerates social stratification, making the poor and powerless poorer and destitute (Muto Ichiyo, 1979).

Social Problems

Randolf David, in his article "The Sociology of Poverty" (Diliman Review, 1977), discussed social problems and social values. A social problem is a phenomenon or situation for the appearance of which no individual or a few individuals are responsible, which threatens injurious results for many persons, and the removal of which is completely beyond the ability of one person or a few individuals.

The elements of a social problem are:

- a) Several related facts happen together and produce a set of conditions or situations.
- b) There are unfavorable effects on group living.
- c) There are threats to the social values upheld by the group.
- d) There is serious concern among members of the community about the social disturbance mentioned.

Social values are ideas, beliefs, practices or activities that enhance one's personality, promote his social relations, increase his capacity to live or survive, or compete in social activities, to realize a goal or satisfy a need. Examples are:

- a) Honesty is a value. He gets the trust, confidence and friendship of his fellow men.
- b) Industry is a value, it procures income and security for him.
- c) Belief in chastity, purity and faithfulness promotes family solidarity and social order.

When social values are endangered, social problems arise. The attempt to solve a social problem is the attempt to restore the social value endangered in the community.

Here are five contemporary social problems:

- a) There is a conflict between the older and the younger people. Many well-meaning parents dictate what they think is best for their children. They think mostly in terms of their own standards of behavior, some of which may no longer be appropriate in the present setting where the youth must live. For example, some parents insist that children should kiss the hands of their elders but the children think the habit may not be sanitary. In turn, the youth commit errors because of their limited experience, so they select lesser values instead of worthwhile ones.
- b) General educational standards have gone down. The emergence of poor schools (diploma mills) is shown in the incompetence of many college graduates.

c) Filipino businessmen have poor public relations. Few of us have patience, thrift and diligence needed in slow but sure business growth; we use get-rich quick methods, such as overpricing or lowering the quality of our products as soon as we find that the public likes them.

d) Delinquency and crime are increasing. Because of many factors, especially unemployment, rising prices, loss of faith in government and big gaps between our wants and ability to pay, many of us Filipinos, old and young, become anti-social.

e) Officials have poor leadership qualities. When public officials abuse their power, the people lose their respect and themselves do wrong.

Traditional Social Handicaps

Our practice of hospitality is more than enough. We borrow, overspend and even risk the future of our children to put up a good show. We are no longer true to ourselves, we are guilty of false values, and we become pretentious.

Our practice of family unity harms the individual. If we choose a student's course, select his friends, tell him where he should invest his money and decide what he should do, we imprison his spirit. We choke him with what we think is love but is really domination.

There is a narrow and limited concept in the practice of religion. We exclude, discriminate against, and even persecute those who differ from us. We often become too emotional. We sow division rather than union in worshipping God. We believe that our own religious beliefs are the only true ones.

Manual labor is disdained. One unfortunate result of our colonial experience under Spain is our dislike for manual labor. Many a man would go hungry on an office messenger's job than

be a mechanic or a carpenter earning a lot more. We feel belittled in soiled work clothes. Our enthusiasm and interest are often short lived. Almost spontaneously we group together, form a club, set ambitious goals, elect officers, inaugurate ourselves with a widely publicized dance and induction program - and we end there. After a year, all our initial enthusiasm is a mere memory. Our folks have given this sad national trait the name *ningas cogon*. We set different moral standards for men and for women. There is indifference to civic problems. We would rather keep quiet rather than uphold the right of an offended individual. The practice of racial prejudice prolongs inferiority and insecurity. Our excessive preference for foreign-made goods has harmed us (Galang, Drilon, Francisco, Reyes and Azuda, 1986).

Social Changes

Human beings and material things constantly change. Living things are dynamic, at once influencing others and being in turn influenced by them. The change may be sudden and may have a dramatic impact, or it may be slow and almost unfelt.

“The biggest factor that has created social problems and produced social changes is the coming of the industrial revolution. The transition from agricultural economy to an industrial life has created the greatest revolution the Western world has known. On the whole, an agricultural community is socially, economically and politically static. There are few important changes. Most agricultural communities are sleepy in the widest sense of the word. When in an agricultural area a big factory is established, where electric power becomes easily obtainable, many kind of people: engineers, managers, foremen, professionals, laborers, clerks, labor organizers, merchants, food land drink vendors, tailors, and even vagrant persons will come to live and work in the area. This atmosphere creates concrete social problems of commuters, housing, squatters, waste disposal, water supply, transportation, markets for food provisions, laundry problems, helpers and a host of other problems. Mechanization makes obsolete slow methods of doing work, throwing people back to unemployment” (Galang, et al., 1986, 15).

How Groups Produce Change

The youth often wish they could change the conditions and practices they deplore overnight. Sometimes they are able to get their elders to grant the change they wish; but in most

cases they have to wait until they themselves become adults and then are in a better position to work for the desired changes.

Usually, public-spirited groups like the Rotary Club, Jaycees, Lions, etc. contribute materially to achieve desirable social change. Vested interests act similarly, though their objective is to get support for their particular endeavors. Both groups spread information through mass media. They print propaganda material, make radio and TV broadcasts, hold rallies and by word of mouth generate curiosity, hold attention and interest, to focus public attention and consciousness on their goals in order to win the people's support.

“Whatever we do, we can never entirely eliminate social problems. Men and women are imperfect and the societies in which they live will have problems no matter how hard they try to prevent these. Human intelligence is stimulated to functioning when it is faced with a problem. What is usually done may be a trial-and-error procedure. A better method is to plan a solution after careful thought. Many groups have seriously thought together to help the wayward youth return to their proper place in society. Parents, teachers, church, and social workers have exchanged ideas and tried out the results of their best thoughts. They have emphasized greater efforts for school guidance and religious education. They have opened recreation centers, implemented the ban on sale of liquor to minors, and outlawed gaming schemes” (Galang, et al., 1986, 19).

There is a need to ask questions about our social problems to find out what they are. A good doctor does not just prescribe medicine for his patient's fever. He must first determine what disease is causing the fever, for a fever is not a disease but rather a sign that a disease exist. Only after he has found out the cause of the fever can he give the appropriate treatment. Our concern about social problems that upset our group life is to cure these problems and find remedies to prevent its recurrence. Community life is both an individual and a group responsibility. It demands the adjustment of the individual to himself and to others. We have experienced recent changes in family relations, in the neighborhood and in the larger community. By the use of good sense and reason, we meet life's needs and solve social problems. At home, we satisfy our physical needs for food, housing, and water. From those whom we love and care

for, we get the love and affection essential to happiness. We work hard at our tasks, and feel rewarded if our efforts yield results that satisfy us and serve others (David, 1979).

CHAPTER 3 FRAMEWORK

I. CONCEPTUAL FRAMEWORK

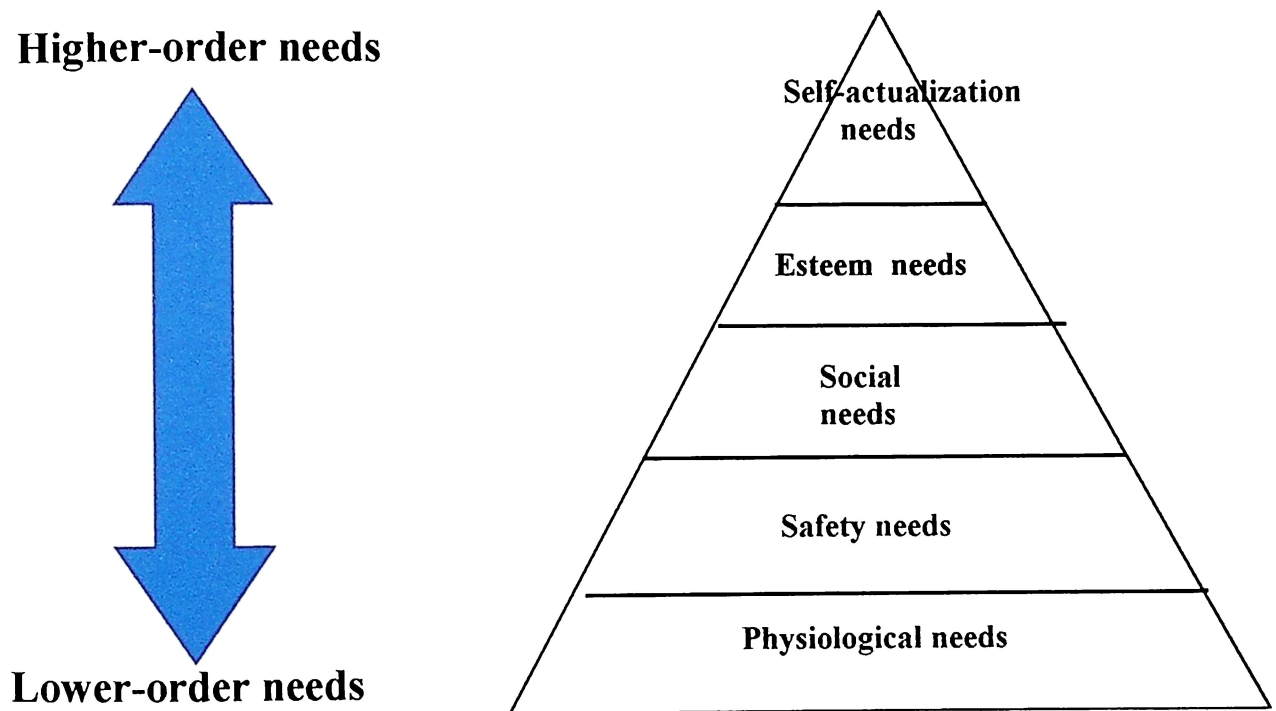


Figure 1. Maslow's Need Hierarchy Theory

Figure 1 describes the stages in which people need to attain in order for individuals to do whatever task these people want to pursue. The Hierarchy of Needs by Maslow states that there are five stages in which people are motivated. The first stage the physiological needs that means our basic needs to survive which are food, shelter, water and clothing. Next is the safety needs, these are concerned with safety and security of an individual both physically and psychologically. Third, is the social needs meaning that man needs to interact, communicate and establish ties with others. The fourth stage is Esteem needs. This deals with the need to gain respect and approval from other people. It

may include a person's actuation, being able to earn a good reputation and recognition. Recognition may be in the form of a paper, acknowledgement from peers and other individuals, or being awarded a prize. Lastly, self-actualization is the wanting of persons to be able to become to their fullest potential. However, Maslow stated that self-actualization will only happen if the lower order needs are met.

II. OPERATIONAL FRAMEWORK

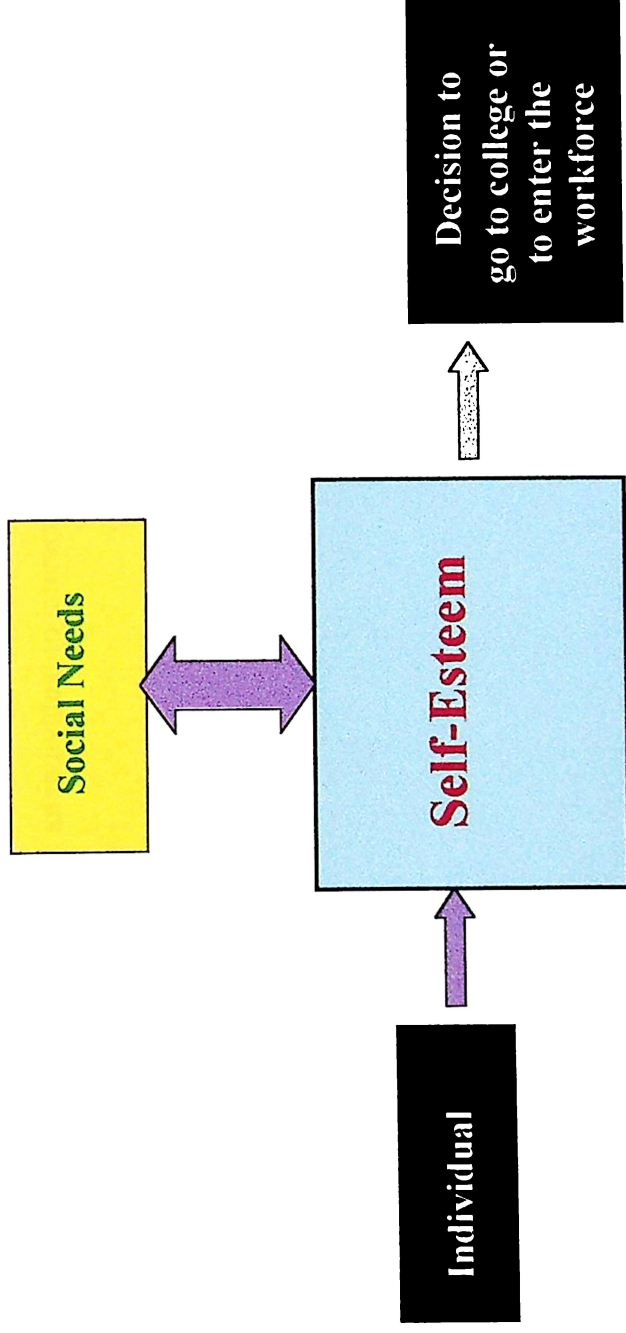


Figure 2.

Figure 2 shows the operational framework that will be adapted for the research. It presents the variables that will be used in the study and how these affect and relate to one another. The main box which contains self-esteem is the concept of motivation that this study concentrated on. For the purpose of this research, self-esteem is the independent variable.

The figure above tells the readers how an individual, which, in this study, are the 4th year students of Cabuyao National High School with self-esteem whether high or low, will affect the decision to go to college or enter the work force. While learning that having self-esteem comes with having the recognition and approval of others as stated by Maslow, one could see that there is an interplay with the Social needs, which is the need for an individual to interact with each other that is why social needs and self-esteem were illustrated that way.

CHAPTER 4

METHODOLOGY

Research Design

The study was aimed to identify other factors besides survival, financial problems and peer pressure that motivate high school graduates to enter the work force rather than proceed to college. A descriptive exploratory approach was used by the researcher to be able to know what these other factors are. This kind of approach was utilized because of the fact that little is known about the topic in the Philippine setting, although there are studies about what kind of motivation individuals need in order for them to do particular tasks. The topic was focused mainly on other factors that would motivate these youngsters to go to work for factories instead of pursuing a higher education.

Variables

The motivation of these young individuals is the independent variable of this study and its dependent variable is the decision of these 4th year students to forego college and instead enter the work force.

Respondents

Since the study was concerned with the motivation of these young individuals to work immediately and not to study after high school graduation, the researcher employed Random Sampling. Cabuyao, Laguna used to be a small town of farmers and fishermen. With industrialization of the CALABARZON, numerous factories came. Not only did farmers and fishermen shifted to jeepney and tricycle operations and sari-sari store business, but the youth, as early as at high school graduation, found available

employment as daily wage earners in the factories. The failure of the Rotary Club of Cabuyao in its project to encourage high school graduates to enroll in college needed this research if only to find some way to make its laudable project succeed. Recent high school graduates of Cabuyao National High School and one section of its graduating class were the respondents. And to further enhance the study, the assistance of the Guidance Counselor (CNHS) and a graduate in psychology was used in the research process.

Tools for Data Gathering

In this research the author used random sampling for one section of this year's senior students of CNHS. This kind of survey was utilized to be able to obtain information on what these individuals aspire to be and what financial status they are in. A Focus Group Discussion with volunteers of seniors students was used to know what will make them decide to work instead of studying. Two interview schedules were also used. One is from the Guidance Counselor of CNHS, to get the point of view of the teaching staff. The other is from a psychology major to help clarify things about human behavior.

Tools for Data Analysis

A comprehensive componential analysis was utilized to analyze the qualitative data. The author felt that this manner would be best suited to sum up all the data that was gathered for the readers. Quantitative analysis will also be used through frequency and ranking for the purpose of understanding the results of the survey.

CHAPTER 5

DATA PRESENTATION AND ANALYSIS

Chapter 5 presents and analyzes the data the researcher has gathered through the use of survey questionnaires, interview schedules and a focus group discussion. The first part of this chapter is comprised of the survey done by the author on one section of the 4th year students of the Cabuyao National High School. This part focused on the result of the survey on their self-esteem. As for the second part, there were two (2) interviews conducted. One interviewee was the Guidance Counselor of the Cabuyao National High School and the other was a graduate of psychology and a Guidance Counselor of a private school. The section tackled mainly on what motivational factors a High School student faces for an individual to decide which path to choose: immediate employment or enrollment in college. The first interview schedule dealt more on what problems the 4th year High School students encountered so that they will not to go to college. Lastly, the segment on the focus group discussion was composed of seven (7) randomly picked 4th year students and dealt with their concerns and what these students motivate them into not pushing for a higher education after high school.

I. SURVEY

The survey showed the perception and level of self-esteem and self-confidence of the respondents in Cabuyao National High School.

A. Profile of the Respondents

The respondents of the survey is a section of the 4th year students of the Cabuyao National High School. The section is composed of 52 students both male and female. The section randomly selected was section B.

B. Results

The survey involved ten 10 questions that were lifted from the book Behavior in Organization by Greenberg and Baron. These questions were aimed to find what or how these young individuals perceive themselves; their self-esteem. The questions are both of positive and negative statements. Questions and answers were presented in a tabular form. Separate tables were used for each question. The tables showed the frequency and ranking of the respondents' answers.

1. I believe that I am a worthwhile individual who is good as other people.

TABLE 1

ANSWERS	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	6	12%
Agree	33	63%
Strongly Agree	13	25%
TOTAL	52	100%

The table above showed that there were six (6) people who disagreed with the statement. While mostly agreed to it. There were twenty five percent (25%) who felt strongly agreeing on the first question.

2. I have several positive qualities

TABLE 2

ANSWERS	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	2	4%
Agree	42	81%
Strongly Agree	8	15%
TOTAL	52	100%

Table 2.1 showed that none of the respondents answered strongly disagree while there were two (2) who answered disagree for a percentage of four percent (4%). Eighty percent (81%) who answered the survey question number two (2) said that they agreed. Eight (8) individuals answered strongly agree for a percentage of fifteen percent (15%).

3. Generally speaking, I consider myself a failure.

TABLE 3

ANSWERS	FREQUENCY	PERCENTAGE
Strongly Disagree	20	38%
Disagree	28	54%
Agree	3	6%
Strongly Agree	1	2%
TOTAL	52	100%

In Table 3.1, strongly agree answered a total thirty eight percent (38%) which was 20 of the 52 respondents. More than fifty percent (50%) of the students used in this survey said they disagree while three (3) said they agree and only one strongly agreed.

4. For the most part, I can do things as well as others.

TABLE 4

ANSWERS	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	6	12%
Agree	32	62%
Strongly Agree	14	27%
TOTAL	52	100%

Table 4.1 showed that most of the respondents sixty two percent (62%) agreed to the statement. Furthermore, there were fourteen (14) individuals out of the fifty two (52) or twenty seven percent (27%) who answered strongly agree. Twelve percent (12%) of the respondents answered that they disagree.

5. There are not many things about myself that I could be proud of.

TABLE 5

ANSWERS	FREQUENCY	PERCENTAGE
Strongly Disagree	8	15%
Disagree	19	37%
Agree	22	42%
Strongly Agree	3	6%
TOTAL	52	100%

In this table, the percentage of strongly agree was fifteen percent (15 %) while the respondents who answered disagree were thirty seven percent (37%). Forty percent (42%) answered agree and six percent (6%) answered strongly agree.

6. I have a very positive feelings about myself.

TABLE 6

ANSWERS	FREQUENCY	PERCENTAGE
Strongly Disagree	1	2%
Disagree	12	23%
Agree	31	60%
Strongly Agree	8	15%
TOTAL	52	100%

Table 6.1 showed that most of the students answered agree. It had a high percentage of sixty percent (60%). On the other hand, there were twelve (12) respondents who answered disagree and only one said that he strongly disagrees. The strongly agree answer has a total of fifteen percent (15 %).

7. In general, I am very pleased with myself.

TABLE 7.

ANSWERS	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	12	23%
Agree	36	69%
Strongly Agree	4	8%
TOTAL	52	100%

This table said that there are sixty nine percent (69%) who said that they agreed with the statement. There are four (4) persons who sided with strongly agree. As for disagree, it had twenty three percent (23%), while strongly disagree had none.

8. I really don't have great deal of self-respect.

TABLE 8

ANSWERS	FREQUENCY	PERCENTAGE
Strongly Disagree	8	15%
Disagree	38	73%
Agree	3	6%
Strongly Agree	3	6%
TOTAL	52	100%

Table 8.1 showed that most of the answers to the statement was for disagree with seventy three percent (73%) and strongly disagree had fifteen percent (15%), while agree had six percent (6%) and strongly agree has also six percent (6%).

9. At times I feel quite useless.

TABLE 9

ANSWERS	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	16	31%
Agree	33	63%
Strongly Agree	3	6%
TOTAL	52	100%

In Table 9.1, majority of the responses were that they agreed, at sixty three percent (63%), while strongly agree had only three percent (3%). For the disagree, it had sixteen (16) responses or thirty one percent (31%).

10. Sometimes I don't think I'm very good at all.

TABLE 10

ANSWERS	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	9	17%
Agree	37	71%
Strongly Agree	6	12%
TOTAL	52	100%

In table 10.1, more than fifty percent (50%) answered agree. There were twelve percent (12%) who said strongly agree. Nine (9) individuals chose to disagree.

C. Implications

The researcher went directly to the student body composed of the graduating class of Cabuyao National High School. By interviews as well as questionnaires, the author elicited the feelings and opinions of the students who must soon make a choice of going to college or entering the factory workforce.

The questionnaire basically focused on self-esteem. Fifty-two (52) students responded and they revealed interesting personal assessment. The statement, "I have several positive qualities" generated the most number of positive responses of agree (with forty two(42) respondents saying agree and eight (8) saying that they strongly agree) with a total of 50 or ninety six percent (96%); while the statement, "Generally speaking I consider myself a failure", resulted to the most number of negative reponses of disagree (with twenty eight (28) respondents saying that they disagree and twenty (20) saying that they strongly disagree) with a total of forty eight (48) or ninety two percent (92%). It showed that the respondents carry in them a strong sense of self-confidence and high

degree of self-esteem. This was a good sign, pointing to a potentially bright future for these young people.

The statement, “I believe I am a worthwhile individual who is as good as other people” has thirty three (33) agrees and thirteen (13) strongly agree for a total of forty six (46) or eighty eight percent (88%), while the statement, “For the most part, I can do things as well as others” has thirty two (32) agree and fourteen (14) strongly agree for a similar tally of forty six (46) or eighty eight percent (88%). The two statements are almost the same in meaning and even have equal positive percentage responses.

There are however, contrasting responses on the following related statements: “I have very positive feelings about myself.” It elicited thirty one (31) agrees and nine (9) strongly agree, or forty (40) positive responses- seventy seven percent (77%), but “Sometimes I don’t think I’m very good at all” resulted in thirty seven (37) agrees and six (6) strongly agree for a total of forty three (43) negative answers, or eighty three percent (83%). Curiously, the first is that of an optimist, the second of a pessimist. These responses were further broken down in the Focus Group Discussion.

Likewise interesting was the almost equal positive and negative responses on the statement, “There are not many things about myself that I could be proud of”, eliciting eight (8) strongly disagrees and nineteen (19) disagrees for total of twenty seven (27) negative responses or fifty two percent (52%), and twenty-two (22) agree and three (3) strongly agree, for a total of twenty five (25) positive responses, or forty eight percent 48%. Forty-six (46) respondents or eighty eight percent (88%). Eight (8) strongly disagree and thirty eight (38) disagree do not accept the statement, “ I really don’t have a great deal of self respect”, and forty (40) respondents or seventy seven percent (77%)

agree thirty six (36) agree and four (4) strongly agree that, “ In general, I am very pleased with myself.” This is another sign of a confident and mature graduating student body.

But such confidence is somewhat eroded by doubt, as seen in the thirty-six (36) or seventy percent (70%), with thirty three (33) respondents saying that they agree and three (3) respondents saying that they strongly agree, thus accepting that, “At times I feel quite useless.”

It is understandable for graduating high school students to feel proud of receiving a high school diploma. In the province, such is considered as an achievement already. It meant that the students had gone through six years of elementary and intermediate school, and four years of high school and were able to succeed.

But doubt persists in the student’s mind, exemplified by seventy percent (70%) of the respondents with thirty three (33) respondents saying that they agree and three (3) saying that they strongly agree, admitting that, “At times I feel quite useless” with college still to be pursued and the students will remain a financial burden to their parents. Respondents thus readily admitted that forty three (43) of the respondents said that they agree and some, strongly agree with eighty three percent (83%) that “Sometimes I don’t think I’m very good at all.” These answers can be explained because most of these young individuals would want to help their parents to bring them towards financial security.

II. FOCUS GROUP DISCUSSION

This tool was used to further clarify and be more in depth in studying the perception and level of self-esteem of the students.

A. Profile of the Respondents

The respondents were asked to volunteer and the researcher got seven (7) individuals from the graduating class of Cabuyao National High School Section A. These students consisted of three (3) females and four (4) males and their ages ranged from 16-18 years.

B. Results

During the Focus Group Discussion, further clarification was obtained when some students, while readily accepting the challenge of higher education together with money problems this will entail, revealed that not only did their parents discourage them but their teachers as well.

As stated by one:

“ We felt nurtured by discouragement from even our teachers, who have low regard for us. As early as first year, we were made to feel discouraged that we could not aspire to be accepted at U.P.”

Another one said:

“When the topic of self-esteem came up, we are always in doubt because of environment, insecurity, contradicting ideals, money and that even if we want to pursue a particular course, we have to choose another where financial security is assured.”

Another student appeared confused because the parents dictated what college course should be taken-and parents wanted their children to become a lawyer, doctor, or an engineer, even if the student wanted to take up fine arts.

But all the students in the focus group discussion confirmed that they relied on their parents to choose their courses, not only in avoidance of fending their parents but because their parents are the ones financing their education. Furthermore, the students did not want to bear the responsibility of choosing a wrong course. The result here is confusion on the minds of the students, as one puts it:

“O kaya there are some students that natipong pinakukuha ng parents nila ng doctore wala naman silang ka-alam-alam, gusto nila mag-artist, painter kaya. So pagdating nila sa college, pilit lang.”

In terms of their self-esteem, the group believed that they could be optimist and yet be pessimist. One said that:

“Sa buhay natin kailangan di ka palaging nagiging optimistic masyado dahil madidisappoint ka lang...Natututo kang maging realistic dahil di mo naman nakukuha lahat ng gusto mo.”

They also said that they value self-respect very much. But they feel that the discouragement of their parents and other people make them think otherwise.

Through their actions, this group showed that they were not quite sure of themselves. Some were actually quiet and non-participative. When asked why they felt quite useless yet still felt that they were worthwhile individuals, they said that they felt useless because they couldn't help their parents to make them more financially secure. However, one said that he felt useless because his parents kept on telling him that he was.

With respect to motivation on not pursuing a college course, aside from parental pressure particularly those who have several children to see through at least high school. Hence, they must consider that the high school graduation of a child is the peak of

educational effort. There is also peer pressure that most of the *barkada* members will not go to college.

III. INTERVIEW SCHEDULES

A. Profile of Interviewee No.1

Name: Jhun Itorralba

Occupation: Psychologist and Guidance Counselor in CSA.

B. Results

The students regarded with dampening effect their belief that unless they are enrolled in UP, La Salle, or Ateneo, they did not stand a chance if they will just enroll in other, less prestigious schools. Thus, this guidance counselor in a private school said:

“Kasi they don’t see themselves parang fruitful in the future. Parang nakikita nila na after college, what, after high school what, hindi ako pumasa sa UP, La Salle, Ateneo, after that wala na parang kung kumuha ako, sa for example Roosevelt College parang compared to a graduate of UP, e wala ako. Kahit mag-excel ako diyan kalaban ko taga-up- e wala na di ba. Frustration na para sa kaniya yon. Parang wala nang drive.”

As for motivation, it was noted that students with low self-esteem had a feeling that they were not worthy and they could not pass the exams for these certain colleges. They had a feeling of not needing to try anymore since they felt that they could never pass.

It has also been noted that entering college was not as simple as passing the entrance examinations. On top of the financial burden, to the parents, the difficulty of identifying a college degree was not only because of the many options available, but also of the difficulty of the student to determine what he/she really wanted. There was also the problem of procedural requirements and documents to submit. These turned the would-be college students away.

A. Profile of Interviewee No.2

Name: Obdulia Mojica

Occupation: Guidance Counselor of CNHS

B. Results

In an interview with the Guidance Counselor of CNHS. Mrs. Mojica revealed that:

“Iyong siguro, sabihin nating 10%, o’baka wala pa ring 10% baka 5%, pupunta sa college...Kaya na sabi ko sa iyo 80% ay hindi talagang aabot ng college kung hindi magta-trabaho agad right after graduation at suerte naman, nakaka-pag-trabaho sila, pagdating nila dito maganda na sila, may make-up na sila...Palagay ko dahil sa kanila iyong magka-diploma ka sa high school, is already an achievement and a mission accomplished of their families. So for them higher na nga ang may diploma sa high school,iyong marami nga elementary lamang...I yong parents walang trabaho, parang pinipilit ng parents na sila ay mag-trabaho...dahil alam nila na malaki ang chances nila magka-trabaho, instead of going to college, trabaho agad, kailangan maka-turn agad ng income.”

As far as the high school students of Cabuyao National High School, they saw that a diploma in high school and earning a living was already recognition enough.

CHAPTER 6

CONCLUSION

SUMMARY

In the literature used in this research, sources on the definition and explanation on the concepts of motivation, interpersonal relationships, values and related subjects are Western books and articles. This is simply because of the dearth of local material dealing with these concepts, yet understanding them is necessary to obtain the proper perspective to analyze the problem at hand.

Earning recognition is identified as the primary motivation of people. While money is an important consideration, there are situations where, although monetary gain is insufficient, a person may be motivated to do a better job, or aspire to a higher level of education by other motivations.

Maslow's Hierarchy of Needs attempt to categorize the different motivations people have into five (5) basic classes: from the most basic requirements to live, or physiological (food, water, and shelter), safety, belongingness and love, esteem, and self-actualization. Another social scientist, Alderfer, reclassified the needs into three: existence needs (food, clothing and shelter), relatedness needs (relationship with family, friends and co-workers), and growth needs (creativity and productivity).

McGregor's interesting Theory X assumes that man has no inherent like for work and will avoid it if necessary. Therefore, the worker or the student must be controlled and threatened to exert adequate effort. Theory Y however, states that working or studying is as natural as playing or resting, and people want to achieve. Therefore, there is no need for external control or threat of punishment to bring about effort.

Peter Drucker, with respect to education, especially with the knowledge revolution, is very pessimistic not only because of the very substantial fund requirements needed to overhaul the educational system, but also the lack of identifiable purpose of educating people.

In convincing parents and children to give importance to higher education and setting aside, for the meantime, early employment soon after high school graduation, to produce a cultured breed and not merely to fill up factory vacancies, due regard must be given to motivation and self-esteem.

The family is the primary unit of learning and interaction. It likewise provides social identity, and allows the learning by its members of certain do's and don'ts.

Philippine educational system at present evolved from four centuries of Spanish and American systems, and still suffer from the same perennial problems of lack of schools and money to pay qualified teachers.

Of the American Regime, the thing we can mention as positive is the fact that we became the number one English-speaking country in Asia. This fact aside, we became Americanized by the western symbols of culture: dances, Coke, TV, and movies.

During the short-lived Japanese Occupation, the strappings of Americanized Filipino was sought to be removed by an education policy which substituted Tagalog for English terms and expressions, and emphasized character formation, vocational training and political indoctrination to remove vestiges of U.S. influence.

The valuable tradition of close family ties and respect for parents provide the foundation of Filipino society. Because of the need for economic liberation, however,

there appears to be a clash between the traditional family value and the drive toward modernization.

While technology includes efficient utilization of resources, including human resources, it cannot be denied that industrialization not only defaces our physical environment but makes man as factory workers no more than machines, simply oiled, cleaned, repaired, and later on set aside and replaced.

The worst victims of development are the weaker social strata of the population: the farmers, fishermen, and slum-dwellers. They and their children, after finishing elementary or high school, are enticed to join the workforce and are regarded as expendable and most likely to be thrown out of work in case of economic downturn.

One of the main social problems concerning the young people, barely out of their teens, just graduating from high school, is the conflict between the parents and the children. Well-meaning parents dictate what they think is best for their children, however different the present circumstances may be. Then, educational standards of schools have gone down, and delinquency and crime are increasing. Projects and programs calculated to elevate the standard of living of the poor suffer lack of enthusiasm and are often short-lived, victims of that sad national trait called *ningas cogon*.

The concern about social problems is a community activity, and one such grave problem is the fact that a great majority of high school students do not proceed to college but become absorbed in the work force, removing the cream of our population from a brighter future which higher education can give them.

The survey questionnaire interestingly showed that the respondents, being Section B of the high school graduating class of Cabuyao National High School, had a high level of self-esteem and confidence. They knew they were worthy and capable of accomplishment. In Maslow's Hierarchy of Needs, their motivation belonged on the top of the pyramid which was self-actualization.

On the other hand, results of the interview are discouraging: particularly the apparent interference of parents when choosing a college course is involved.

As stated by a guidance counselor interviewed, the student may wish to become a painter but the parents wanted him to take up one of those recognized prestige courses of law, medicine or engineering. To a product of the public school system, entering the college of law, for example, is almost wishful thinking, let alone finally becoming a full-fledged lawyer. Under Maslow's hierarchy of needs, obeying the parents by enrolling in law school may be in the area of self-actualization, but the improbability of this happening cannot be hidden from the student himself, so much so that, the student may go from the need level of self-actualization and esteem down to belongingness and love. Alderfer's ERG Theory reclassified Maslow's five levels of needs into three: Existence Needs that include desire for food, clothing and shelter; Relatedness Needs which are the desire for relationships with family, friends and co-workers; and Growth Needs relating to creativeness and productivity. Higher education will occupy the highest level under this ERG Theory, and when our youth has no sufficient motivation to obtain college education, or that his self-esteem is low, he will join his peers in applying for work in the nearby factories. This way, the student will be near his loved ones, family and friends, and contribute to the schooling of a brother or sister.

Recognition is the identified primary motivation of people. The high school graduate may earn it by being accepted to work at a factory. He will thus be “repaying” what his parents spent for his high school education, and be a provider insofar as his brothers and sisters are concerned, who will take their turn studying in high school.

Thus, traditional values produce clashing motivations which, in the research, appeared to be a major reason why our high school graduates will not enter college any more. We met during the research senior high school students who exhibit self-confidence and high regard for themselves. However, when it comes to being uprooted from their community to go to college, they expressed lack of enthusiasm, with the conviction that even after college satisfactory jobs will always be given graduates of the prestigious schools of U.P., Ateneo, or La Salle. In immediately working, the young high school graduate will satisfy his lowered level of needs, which is safety, belongingness and love under Maslow’s Hierarchy of Needs, and Relatedness Needs under Alderfer’s ERG Theory.

To resolve the apparent failure of the Rotary Club of Cabuyao to convince the high school graduates to obtain higher education instead of immediately joining the work force in the factories nearby, the youth must be given strong motivation so that they will aspire for Maslow’s highest levels of needs, which are esteem and self-actualization, or Alderfer’s highest level of needs, which includes creativeness and productivity.

FINDINGS

This country has embarked, sometimes with determination, often in spurts and seemingly haphazard but well publicized projects, on programs of industrialization which

is considered essential for the purpose of raising the standard of living of the people and of providing full employment for the greatest number of willing workers.

During the past decade of the 90's, we have seen, particularly in the special economic zones and the CALABARZON area, the rapid rise of some seven to eight hundred different new industries, among them textile and paper mills, steel processing plants, tire factories, container factories, motor works, drug and food factories and many others. All of them recruit enough workers.

In the present research, it was found that about eighty percent (80%) or more high school graduates of Cabuyao, Laguna, where factories abound, do not go to college anymore. By sheer pressure from the parents and considering their high school diploma an achievement enough, they just get themselves recruited in the factory workforce. In fact, where some technical training is needed, the particular industry itself gives it to their unskilled recruit. In most cases, the training in these mills and shops last no longer than a few weeks rather than years, as are required in schools.

Those who value higher education naturally deplore the present state of things. The purpose of education, we idealize, is to produce responsible citizens who can think for themselves. It is not for our high schools to produce industrial laborers.

But as stated in an interview with a high school guidance counselor, who tried to interest graduating high school students to proceed to college via career orientation programs:

“Iyong siguro, sabihin nating 10%, o’baka wala pa ring 10% baka 5%, pupunta sa college...Kaya na sabi ko sa iyo 80% ay hindi talagang aabot ng college kung hindi magta-trabaho agad right after graduation at suerte naman, nakaka-pag-trabaho sila, pagdating nila dito maganda na sila, may make-up na sila...Palagay ko dahil sa kanila iyong magka-diploma ka sa high school, is already an achievement and a mission accomplished of their families. So for

them higher na nga ang may diploma sa high school, iyong marami nga elementary lamang...I yong parents walang trabaho, parang pinipilit ng parents na sila ay mag-trabaho...dahil alam nila na malaki ang chances nila magka-trabaho, instead of going to college, trabaho agad, kailangan maka-turn agad ng income."

The bottom line is that a great majority of high school graduates will not take college degrees but instead gravitate to employment in the factories that abound in their immediate vicinities or adjoining towns. This is a fact which all agree must be changed to develop a Filipino that can truly be world class.

Propelled with the vigor of youth and high level of self-esteem, graduating students are nevertheless pragmatic in that, knowing the sheer impossibility of being taken in by such prestigious schools as U.P., La Salle and Ateneo, they opt not to enter college anymore. In doing so, they perceive that not only will they be repaying what their parents spent for their high school education, but they will be allowing their siblings to likewise obtain a high school diploma. Under our Hierarchy of Needs, the students' decision to forego college is a fulfillment of the need of belongingness and love, for they will remain with their parents, their friends, and their co-workers will not be strangers to them. Contrast this to the situation of going away to college, which involves completely new surroundings, classmates and professors.

Technology and industrialization has brought not only benefits to the countryside but also problems- the slums, pollution, and criminality. Furthermore, while high school graduates are attracted to work in the factories, their parents must remain as fishermen, farmers, and such other humble form of livelihood for they are not employable in the factories. Once a systematic way of monitoring the progress of a child from elementary to high school is conceived, then arrangements may be made so that

only those fit for unskilled work may be accepted by the factories, while those proven with potential for higher education may be granted scholarships until they graduate.

RECOMMENDATIONS

For many years, Filipino educators have labored to find ways and means of improving the system. For a time there was emphasis on vocational subjects; then, emphasis on English; still later on, emphasis on Filipino, and so on.

But the problem at hand is that there simply appears no sufficient incentive for high school graduates to proceed to college. Financial problems aside, some way must be found to assure that what the Filipino will be ten (10) years from enrollment in Grade One, or the equivalent of six (6) years of elementary and intermediate school and of four (4) years in high school, will be destined to enter and finish college which will maximize their potentials to be cultured, well-rounded citizens and not faceless, factory workers

These considerations point to certain specific steps which can be done.

The individual student must, from the elementary level, be subject to close supervision by trained educators and psychologists, for the purpose of overseeing their progress and to finally identify the college course best suited for them. While traditionally, parents are regarded to have both greater interest in their children's schooling and more intimate knowledge of their capacities and needs than anyone else, this may be true only in the early years of school. As education progresses, monitoring and supervising educational direction should be given to professional educators who have been trained to ascertain special problems of young people of high school and college age, to detect weaknesses, even growing-up adjustments from graders to adolescence to adulthood.

From a bundle of numerous subjects at the start of elementary level, a gradual identification of a student's future main study must be made. Hence, there must be a yearly progression record for each child, as his interests are verified, adjusted, modified or changed, so that by the time he gets to first year high school and up to his high school graduation, he will be taking up fewer and fewer but more concentrated subjects selected through regular counseling and guidance. Thus, early in his schooling the student will already earn recognition and will be provided sufficient motivation to enter college. This supervised progression will instill in the youth a high self-esteem and he will be confident he can do well in college for as early as his high school graduation, the specific college course best adaptable to maximize his potentials will have been identified.

The University of the Philippines has been the standard by which other schools are judged. It is the premier state university, supported by public funds. But recent criticism leveled against it is that it has become an elitist school, and that products of public schools do not stand a chance in passing the U.P. entrance tests. This is undeniably true, but it is not the fault of U.P. It is simply a fact that the product of our public school system is too mediocre, considering resources and lack of teaching materials and staff available. It is not a choice for the U.P. to lower its entrance standards to accommodate more public high school graduates. An available practical solution is to set up in all provinces at its respective capitols, a University of the Philippines so that the level of college education as practiced in the U.P. will filter down to the countryside. U.P.'s excellence will be available to those found qualified to enter its colleges.

The community, through civic organizations like the Rotary Club, has a major role to play in this endeavor. While in the short run, the community may rightfully claim

pride in that its young people, without need of going to college already can be gainfully employed in the nearby factories, yet lack of college education in the long run will leave the youth without any option but remain in low-paying, unskilled work. No doubt, there are parents who lack interest in their children's schooling beyond high school, or have capacity to choose wisely the college course appropriate for their children. A continuing dialogue among the interested parties: the parents, the teachers, public officials, the employer sector, and the youth themselves, must be maintained with the end in view of convincing everyone concerned of the benefits of having highly skilled and trained people, and that the time, energy and money devoted in providing such skills necessary to the nation's economic growth raise the productivity of all of us.

Government has a major task to perform. It is already conclusively established that rote-learning or parrot-like memorizing is an obsolete and defective system. An overhaul of the system must be made. It is desirable that the youth, regardless of their parents' income, social position, residence or accident of birth, should have the opportunity to get a higher education. A stable democratic society is impossible without a minimum degree of literacy and knowledge on the part of its citizens. Government assistance must provide an assured minimum to all persons, whether parents or the youth, in whatever educational assistance needed, without necessarily setting up a welfare fund which may harm their character, negate their self-esteem, or their independence and incentive to better their own conditions. Maslow's Hierarchy of Needs must be allowed to take its natural course. Government may just create the atmosphere where the opportunity is left open to whoever may be interested and capable of getting college education.

But all of these require substantial funding. Whether it be overhauling the system, professionalizing a body that will monitor educational progress from elementary to high school, setting up U.P. colleges in each province, and developing communication systems to set up effective transmission, reception, and feedback for an accurate information regarding the revised educational programs. An Educational and Career Development Fund is therefore essential. For this purpose, an assessment must be collected from the top 500 Philippine Corporations. These taxpayers need not complain, because the assessments may be used as tax credits or shall be allowable tax deduction.

Further, each of these corporations shall sign an undertaking that they will take in as regular employees any college graduate desiring to apply for work after college graduation. Finally, we recall reading about the U.S. G.I. Veteran's Grants where those who served the U.S. Armed Forces were given free educational benefits after military service. Since parents will be deprived of income from a working child because of college enrollment, parents may be issued Vouchers which they can use for their own health and food necessities, chargeable against the income which their child will earn once college education is completed and the college graduate is taken in by the participating corporations.

There may be other, better mechanisms designed to improve our present situation, but the hour of action is at hand. Thousands of potentially world class Filipinos are there, in some small town like Cabuyao, Laguna, about to be swallowed up by factories and relegated to a nation of sheep. If we save them, we save ourselves.

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APPENDIX A

CNHS Attendance Record 1994-1999

Republika ng Pilipinas
Kagawaran ng Edukasyon, Kultura at Sports
Rehiyon IV - Katimugang Tagalog
Sangay ng Laguna
Purok ng Cabuyao
CABUYAO NATIONAL HIGH SCHOOL



FIVE-YEAR SCHOOL PROFILE
S.Y. 1998 - 1999

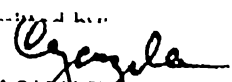
Enrolment	First Year			Second Year			Third Year			Fourth Year			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1994-1995	386	359	745	285	305	590	171	189	360	181	238	418	1023	1091	2114
1995-1996	424	398	820	285	356	641	232	293	525	211	271	482	1152	1316	2468
1996-1997	366	368	732	325	334	659	216	290	508	213	281	494	1120	1271	2391
1997-1998	443	459	902	337	349	686	305	333	638	230	314	544	1315	1455	2770
1998-1999	483	566	1049	379	411	790	335	380	715	287	309	596	1484	1666	3150
Promoted	First Year			Second Year			Third Year			Fourth Year			Total		
1994-1995	339	357	696	230	293	523	164	166	330	180	238	418	913	1054	1967
1995-1996	382	343	725	248	335	583	214	290	504	208	270	478	1052	1238	2290
1996-1997	317	385	682	294	328	620	212	290	502	213	281	494	1038	1262	2296
1997-1998	412	436	848	319	347	666	289	331	620	225	314	539	1245	1428	2673
1998-1999	463	566	1029	340	407	747	328	379	707	277	300	577	1408	1652	3060
Drop-outs	First Year			Second Year			Third Year			Fourth Year			Total		
1994-1995	18	11	27	43	9	52	6	3	9	2	4	6	67	27	94
1995-1996	18	1	19	46	18	64	3	5	8	1	0	1	68	24	92
1996-1997	8	8	14	26	17	43	10	9	19	3	1	4	47	33	80
1997-1998	9	4	13	23	17	40	8	7	15	2	2	4	42	30	72
1998-1999	6	2	8	17	4	21	1	2	3	0	2	2	24	10	34
Failures	First Year			Second Year			Third Year			Fourth Year			Total		
1994-1995	47	2	49	55	12	67	7	23	30	1	0	1	110	37	147
1995-1996	42	53	95	37	21	58	18	3	21	3	1	4	100	78	178
1996-1997	49	1	50	31	8	39	4	0	4	0	0	0	84	9	93
1997-1998	31	23	54	18	2	20	16	2	18	5	0	5	70	27	97
1998-1999	20	0	20	39	4	43	7	1	8	10	9	19	76	14	90
No. of Classes	First Year			Second Year			Third Year			Fourth Year			Total		
1994-1995	12			11			8			7			38		
1995-1996	13			12			9			8			42		
1996-1997	13			12			9			8			42		
1997-1998	17			12			11			10			50		
1998-1999	17			14			13			10			54		
School Year	Number of Teachers			Number of Graduates			No. of Non-Tchg. Personnel			Number of Classrooms			Number of Buildings		
1994-1995	6	48	54	180	238	418	0	0	0	19			4		
1995-1996	8	51	57	208	270	478	0	0	0	21			4		
1996-1997	7	59	66	213	281	494	0	0	0	21			5		
1997-1998	10	70	80	225	314	539	0	0	0	27			6		
1998-1999	10	70	80	277	300	577	0	0	0	27			6		

FIVE-YEAR SCHOOL PROFILE

S.Y. 1998 - 1999

Enrolment	First Year			Second Year			Third Year			Fourth Year			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1994-1995	388	359	745	285	305	590	171	189	360	181	238	419	1023	1091	2114
1995-1996	424	398	820	285	356	641	232	293	525	211	271	482	1152	1318	2468
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Promoted	First Year			Second Year			Third Year			Fourth Year			Total		
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Failures	First Year			Second Year			Third Year			Fourth Year			Total		
1994-1995	47	2	49	55	12	67	7	23	30	1	0	1	110	37	147
1995-1996	42	53	95	37	21	58	18	3	21	3	1	4	100	78	178
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School Year	Number of Teachers			Number of Graduates			No. of Non-Tchg. Personnel			Number of Classrooms			Number of Buildings		
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1997-1998	10	70	80	225	314	539	0	0	0	27			8		
1998-1999	10	70	80	277	300	577	0	0	0	27			6		

Noted by:


 CONSOLACION R. GONZALES
 Principal II

DINAH F. MINDO Ph. D.
 Schools Division Superintendent

APPENDIX B

Questionnaire for Senior Students of CNHS

Dear Respondents,

Good Day! I am a graduating student of the University of the Philippines Manila, taking up Organizational Communications. I am doing a thesis on the Motivational Factors of the senior class of Cabuyao National High School to enter the workforce instead of pursuing a college degree. I'd like to ask for a moment of your time to answer this questionnaire about self-esteem. With your help, I would be able to answer and shed light on this matter. Thank you very much .

INSTRUCTIONS:

For each of the following items, indicate whether you strongly disagree, disagree, agree, or strongly agree. Check one for your answer.

1. I believe I am a worthwhile individual who is as good as other people.
 strongly disagree agree
 disagree strongly agree
2. I have several positive qualities.
 strongly disagree agree
 disagree strongly agree
3. Generally speaking, I consider myself a failure.
 strongly disagree agree
 disagree strongly agree
4. For the most part, I can do things as well as others.
 strongly disagree agree
 disagree strongly agree
5. There are not many things about myself that I can be proud of.
 strongly disagree agree
 disagree strongly agree
6. I have a very positive feelings about myself.
 strongly disagree agree
 disagree strongly agree
7. In general, I am very pleased with myself.
 strongly disagree agree
 disagree strongly agree
8. I really don't have great deal of self-respect.
 strongly disagree agree
 disagree strongly agree
9. At times I feel quite useless.
 strongly disagree agree
 disagree strongly agree
10. Sometimes I don't think I'm very good at all.
 strongly disagree agree
 disagree strongly agree

(Behavior in Organizations, 120.)

APPENDIX C

FGD Pictures



Background of the Location of Study

Study was conducted in Cabuyao, Laguna particularly in Group II B according to the Rotary Club of Cabuyao area of responsibility. Cabuyao is the fourth town of Laguna situated between Sta. Rosa and Calamba. The town has an estimated population of seventy thousand (70,000) living in Barangay Pulo, Gulod, Bigaa, only to name a few of its barangays.

Within Cabuyao area is a national high school that currently serves three thousand (3,000) students. The Cabuyao National High School has humble beginnings. It started as a small private school in 1988, the Cabuyao Institute that lasted for thirty-seven years (37) of operation. The sudden closure of Cabuyao Institute in 1987, a prestigious private school that caters the educational need of the students in the Municipality of Cabuyao after 37 years of operation, resulted the problem in so far as the need for secondary education is concerned to the community. To take care of more than two hundred twenty-five displaced students on the secondary level who were unable to enroll and seek accommodations in the three (3) Barangay High Schools in Pulo, Gulod, Bigaa, and other adjoining private schools. This same institution has been chosen by the researcher to be the central source of participants for the study since it is the town's high school. Furthermore, a vast populace of teen-agers from Cabuyao attended the said school. The fourth year for this year alone is divided in eleven sections with an approximate of sixty-three (63) students per class.

Source: Velante, D. (2000) A Descriptive Research on the 'Filipino Loob' and Effects on Family and Work Values as Perceived by Teen-agers in Cabuyao, Laguna. Unpublished undergraduate thesis, UP Manila.