



YAMANTAO

A Journal of Gordon College
BSBA - Human Resource Management





YAMANTAO

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Published by annually by Gordon College - College of Business and Accountancy (CBA)

Gordon College
Olongapo City Sports Complex, Donor St. East Tapinac,
Olongapo City, 2200
Telefax No.: (047) 602-7175 loc 322
www.gordoncollege.edu.ph

ISSN 3028-0532

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***PERCEIVE COMPETENCIES OF FOURTH-YEAR BUSINESS
ADMINISTRATION STUDENTS OF GORDON COLLEGE AND
THEIR READINESS TO ENTER THE WORKFORCE***

Authors: Audrey Vhea D. Lopez
Juliesa Malou P. Campos
Khane Towni D. Echon
Nicole Rei Mellante
Shaira M. Reposar
Dr. Stephanie Navarro
Nigel Jacob N. Silvestre, CFMP
John Angelo Diwa, MBA

ABSTRACT

This study aimed to assess the perceived competencies of fourth-year business administration students at Gordon College and their readiness to enter the workforce. Using a descriptive survey method and adapted survey questionnaires, data was collected from 169 students. The study's findings provide insights into the students' technical, methodological, social, and personal competencies and work readiness. The results suggest that while the students have acquired specific competencies, there is still a need for improvement in some areas. The study's limitations are also acknowledged, and recommendations for future research are provided.

Keywords: study, perceived competencies, fourth-year, business administration students, Gordon College, readiness, workforce, descriptive survey method, adapted survey questionnaires, data collection, technical competencies, methodological competencies, social competencies, personal competencies, work readiness level, results, improvement, limitations, recommendations, future research.

INTRODUCTION

The transition from academic studies to the professional world can be overwhelming, especially for fresh graduates who lack practical experience in their chosen field. Employers often prefer candidates with a proven work history, which makes it challenging for new entrants to secure jobs. In response to this issue, researchers conducted a study to assist future employees, particularly Business Administration students, in developing competencies to enhance their employability. These competencies include a range of attributes such as knowledge, skills, abilities, and personal qualities essential for workplace success. By equipping students with these competencies before they start their professional careers, businesses can benefit from a pool of skilled individuals who can contribute to the organization.

Furthermore, this study aims to prepare Business Administration students by evaluating their competencies and allowing them to acquire and develop them to increase their chances of being employed once they graduate.

The study focused on determining the perceived competencies of Gordon College Business Administration students in entering the workforce.

Specifically, it seeks to answer the following questions:

1. What is the profile of the respondents in terms of the following:
 - 1.1. sex; and
 - 1.2. age
 - 1.3. major/specialized course?
 2. What are the perceived competencies of Business Administration students in terms of:
 - 2.1. Technical Competencies.
 - 2.2. Methodological Competencies.
 - 2.3. Social Competencies; and
 - 2.4. Personal Competencies?
 3. What is the level of work readiness of Business Administration students in entering the workforce?
 4. What are the most important perceived competencies of Business Administration students?
-

5. Is there a significant correlation between the competencies of Business Administration students and their level of work readiness in entering the workforce?

METHODS

Gordon College conducted a research study to assess fourth-year business administration students' competencies and work readiness. The study involved surveying 169 students using quantitative research method to evaluate the students' acquired skills and explore the relationship between different variables. The researchers used adapted survey questionnaires from two previous studies to determine the competencies and readiness of the students. The survey questionnaire comprised six sections covering demographic information, technical, methodological, social, and personal competencies, level of work readiness, and open-ended questions. The data collected was analyzed using statistical tools such as frequency and percentage to describe the respondents' profiles, and weighted mean to measure their level of agreement on various statements. The study had some limitations in analyzing the data and patterns within it. The researchers used a formula to determine a sample size of 169 students out of the target population and the convenience sampling method was used to select units for inclusion in the sample.

RESULTS AND DISCUSSION

The research study conducted on fourth-year Business Administration students at Gordon College provides valuable insights into their preparedness for entering the workforce. The study aimed to assess students' competencies and alignment with job market demands through a descriptive correlational design. The study's findings revealed that the students rated themselves highly competent in personal and methodological competencies. However, they also identified technical skills as an area that needs improvement. Despite this, the majority of

respondents reported feeling work-ready, indicating a level of confidence in their abilities to pursue career opportunities.

The students deemed personal competencies the most significant, suggesting the importance of soft skills in professional success. The correlation analysis further emphasized the strong positive relationship between personal competencies and work readiness, underscoring the importance of developing well-rounded skill sets beyond technical knowledge.

The study recommends targeted interventions to enhance students' technical and social competencies, such as social skill training, language proficiency programs, and technology-related subjects. Additionally, it suggests future research to compare results across different institutions and fields of study and explore specific strategies for competency development tailored to the needs of Business Administration students.

Overall, the study contributes to our understanding of the competencies required for successful entry into the workforce and provides actionable recommendations for educational institutions to prepare their graduates better.

Profile of the Respondents			
Profile	Category	Frequency	Percentage
Age	19 y/o and below	0	0
	20-21 y/o	51	30
	22-23 y/o	99	59
	24-25 y/o	12	7
	26 y/o and above	7	4
Sex	Male	51	30
	Female	118	70

Course	BSBA HRM	37	22
	BSBA MKT	34	20
	BSBA FM	98	58
*N = 169			

Perceived Competencies of Respondents			
Perceived Competencies		Mean	Verbal Interpretations
BSBA Competencies	Required Competency		
Technical Competencies	Data Analytics/Interpretation	3.84	Highly Competent
	Computer Literacy	3.98	Competent
	Digital Skills	3.84	Competent
	IT Knowledge	3.36	Moderately Competent
Methodological Competencies	Critical Thinking	3.36	Moderately Competent
	Analytical Skills	3.96	Competent
	Problem-Solving	3.89	Competent
	Entrepreneurial Thinking	3.97	Competent
Social Competencies	Teamwork	4.36	Highly Competent
	Communication Skills	4.20	Competent
	Negotiate	4.01	Competent
	Language Proficiency	3.99	Competent
Personal Competencies	High Integrity and Ethics	4.08	Competent
	Adaptability and Flexibility	4.27	Highly Competent
	Self-Management	4.17	Competent
	Eagerness to Learn	4.33	Highly Competent

Composite Mean of BSBA Competencies	
BSBA Competencies	Composite Mean
Technical Competencies	3.75
Methodological Competencies	3.79
Social Competencies	4.14
Personal Competencies	4.21

Level of Work Readiness of the Respondents		
Work Readiness Statement	Mean	Verbal Interpretations
I know possible career paths I can pursue with my major/minor course	4.15	Ready
I pursue opportunities for additional learning outside of the classroom	4.19	Ready
I have a current resume that I can use to apply for jobs	4.27	Ready
I can research and explore job options	4.17	Ready
I can articulate my thoughts and ideas clearly	4.02	Ready
I am confident throughout the interviews	3.87	Approaching Readiness
I can create professional correspondence with peers, professors, and employers	3.03	Approaching Readiness
I have developed and delivered a presentation for a class or organization	3.93	Approaching Readiness
I can check for understanding and ask clarifying questions	4.06	Ready
I can develop a plan of action with specific steps to solve a problem	3.96	Approaching Readiness
I can brainstorm solutions to a problem before bringing it to another person	4.05	Ready

I can exercise sound reasoning to identify relevant information and analyze data	3.95	Approaching Readiness
I can adopt multiple perspectives and distinguish between fact and opinion	4.04	Ready
I can demonstrate integrity, accountability, and ethical behavior	4.01	Ready
I can understand what applications are necessary to be successful in my career	4.08	Ready
I can use technology to solve problems and accomplish goals	4.14	Ready
I can learn new computer software to accomplish tasks	4.14	Ready
I can arrive at meetings/work on time and am prepared	4.09	Ready
I can manage my emotional responses with my co-employees	3.97	Approaching Readiness
I can recover from setbacks and challenges	4.06	Ready
I can maintain effective work habits	4.01	Ready
I can collaborate with others on a project	4.07	Ready
I can consider others' perspectives before making a decision	4.15	Ready

Important Competencies According to the Respondents		
Competencies	Frequency	Percentage
Technical Competencies	14	8
Methodological Competencies	55	33
Social Competencies	39	23
Personal Competencies	61	36
*N = 169		

Correlations between BSBA Competencies and Level of Work Readiness of the Respondents				
Competencies	Pearson R	Interpretation	p-value	Remarks
Technical Competencies	0.251**	Low positive correlation	0.001	Significant
Methodological Competencies	0.259**	Low positive correlation	0.001	Significant
Social Competencies	0.121	Negligible Positive Correlation	0.119	Not Significant
Personal Competencies	0.628**	Strong Positive Correlation	0.000	Significant

The study conducted on fourth-year Business Administration students at Gordon College provides valuable insights into their readiness for entering the workforce. Through a descriptive correlational design, the study assessed students' competencies and alignment with job market demands. According to the study, students rated themselves highly competent in personal and methodological competencies. However, the study identified technical skills as an area that needs improvement. Despite this, the majority of respondents reported feeling work-ready, indicating a level of confidence in their abilities to pursue career opportunities.

Notably, the study found that personal competencies are the most significant, suggesting the importance of soft skills in professional success. Furthermore, the study emphasized the strong positive relationship between personal competencies and work readiness, underscoring the importance of developing well-rounded skill sets beyond technical knowledge.

The study recommends targeted interventions to enhance students' technical and social competencies based on its findings. The suggested interventions include social skill training, language proficiency programs,

and technology-related subjects. Additionally, the study suggests future research to compare results across different institutions and fields of study and explore specific strategies for competency development tailored to the needs of Business Administration students.

The study provides actionable recommendations for educational institutions to better prepare their graduates for the workforce. It contributes to understanding the competencies required to enter the workforce successfully.

CONCLUSIONS

The investigation was centered on the perceived competencies of the BSBA 4th Year and their level of work readiness, the following are the conclusions of this study:

Most of the respondents of the study are aged 22-23. Most of them are female, and most of them are under the Management of Finance.

The perceived competencies of the respondents among the four (4) competencies, Business Administration students were identified to be highly competent in their Competencies, particularly in Eagerness to Learn. This is a huge advantage to them because these competencies—also known as soft skills are being used by almost all professions. It includes adaptability, attentiveness, empathy, and other qualities that are beneficial for the future, and lay the foundation for using the other competencies effectively. On the opposite side, students were identified to be moderately great in their Methodological Competencies, mostly in Critical Thinking. This is quite adverse since these students are in Business Administration and Critical Thinking is one of the most important when you enter the field of business, and being weak in Critical Thinking might result in loss of opportunities.

In identifying the level of work readiness of Business Administration students, the result showed that the majority of respondents were work-ready based on the given twenty-three (23) statements.

The most important competency of BSBA among the four competencies is personal competencies

The correlation between the perceived competencies and work readiness of BSBA students, the result showed the more personally competent the students, the more they are work ready. So as with being methodological and technically competent, but only a low correlation. In contrast to Social Competencies, the result showed that there is a negligible positive correlation which implies insignificant.

RECOMMENDATIONS

Based on the findings the researchers had undergone, the following are hereby recommended:

There is a need for development in the perceived competencies of business administration students, specifically social competencies. Students must understand the importance of acquiring social competencies, especially in today's generation. Therefore, the researchers recommend building social skill training in public speaking, reporting, or group activities, with the assistance of school administrators.

The school should also support the students in developing their language proficiency to assist in improving the students' social competencies. Implementing an activity related to language proficiency such as reading, listening, and speaking would be a huge help.

By participating in social activities such as debate, role-playing, community service, and so on, students can aid in the development of their social competencies, particularly in excelling in teamwork, and communication skills.

The researchers would also recommend the school to pull out a subject related to technology, such as Media and Information Literacy and Empowerment Technologies for instance. Learning the basic modernized, technology should become a must as today's generation is modernized and society continues to evolve as time passes.

Lastly, the researchers recommend a similar study to test further and compare the results of this study.

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***PERCEIVED EFFECTS OF BLENDED LEARNING AS A NEW
MODALITY ON THE HUMAN RESOURCE MANAGEMENT
STUDENTS AT GORDON COLLEGE ACADEMIC YEAR 2022 TO
2023***

Authors: Salcedo, Renz Martel M.
Alcantara, Honey Grace D.
Atiz, Loriefel Jean P.
Manila, Elaine Faye B.
Silva, Kyla Gazelle G.
Dr. Stephanie Navarro
Nigel Jacob N. Silvestre, CFMP
John Angelo Diwa, MBA

ABSTRACT

This abstract will prove the summary of the whole business research study, entitled ‘Perceived Effects of Blended Learning as a New Modality on the Human Resource Management Students at Gordon College Academic Year 2022 to 2023. The objective of this study is to identify if blended learning can affect students learning and development during the COVID-19 pandemic. In this quantitative study, the researchers used frequencies and percentage forms. The researchers concluded that in terms of academic performance, the availability of technological resources, learning environment, and time management have a significant effect on the Human Resource Management students from the 1st year to the 4th year level in terms of blended learning as a new modality, whether it is a positive or negative effect. The researchers recommend using other procedures in identifying the gathered data to develop the study, such as investigating the respondents as the source of observation and using statistical analysis for more accurate results. The researchers concluded that in this study, the majority of the students in all year levels answered highly effectively that blended learning can develop and improve student

academic performance and can help to maintain focus and motivation in school. The overall results of the questionnaire show that the students are aware of the use of blended learning as a new modality and know the factors that can affect their learning development during the pandemic. The result is only natural because most of the students are aware of the kind of learning they have been experiencing for the past three years.

Keywords: Academic Performance, Blended Learning, COVID-19 Pandemic, Learning Environment, Learning and Development, New Modality, Human Resource Management Students, Time Management.

INTRODUCTION

Due to the COVID-19 pandemic in the Philippines, colleges have transitioned from traditional to online classes. This study aims to examine the impact of the pandemic and the transition to blended learning on Human Resource Management students at Gordon College. The government's lockdown measures prompted a sudden shift to online teaching, which presented challenges related to readiness, technology resources, and geographical situations. However, blended learning, which combines in-classroom instruction with online materials, can address different learning needs and allow for personalized engagement. Online learning can be either asynchronous or synchronous, offering convenience to students by eliminating travel concerns. The temporary closure of educational institutions globally affected over 28 million Filipino learners. However, some Higher Education Institutions, including Gordon College, have implemented proactive policies to ensure educational continuity. This study aims to gain insights into the effectiveness of blended learning for Human Resource Management students during the transition period and inform future online education strategies.

METHODS

Due to the COVID-19 pandemic, many colleges in the Philippines have shifted from traditional classrooms to online classes. The purpose of this

study is to examine the impact of the pandemic and the transition to blended learning on Human Resource Management students at Gordon College. The government's lockdown measures prompted a sudden switch to online teaching, which presented challenges related to readiness, technology resources, and geographical situations. Blended learning, which combines in-classroom instruction with online materials, is a solution that addresses different learning needs and allows for personalized engagement. Online learning can be either asynchronous or synchronous, offering convenience to students by eliminating travel concerns. The temporary closure of educational institutions globally affected over 28 million Filipino learners. However, some Higher Education Institutions, including Gordon College, have implemented proactive policies to ensure educational continuity. This study aims to gain insights into the effectiveness of blended learning for Human Resource Management students during the transition period and inform future online education strategies.

RESULTS/DISCUSSION

A study was conducted by researchers at Gordon College to evaluate the perceived impact of blended learning on Human Resource Management students during the COVID-19 pandemic. The study gathered data from 161 students through surveys to understand the effectiveness of blended learning. The research focused on describing the effects of this learning method on Human Resource Management students at Gordon College. The study was quantitative research, and the data was analyzed to conclude. The respondents were Human Resource Management students who experienced blended learning during the pandemic. The researchers used a quantitative survey method and a formula to determine the sample size. However, the study had limitations in interpreting and analyzing the data. The survey questionnaire covered respondents' profiles, academic performance, technological resources, learning environment, and time management. The data was analyzed using statistical tools. The study aimed to understand the effects of blended learning on students' learning and development.

A questionnaire was conducted to collect and present the profile of respondents, who were mainly human resource management students at Gordon College. They were aged 20 years or older and were in the later adulthood stage, characterized by maturity and a longer time to achieve autonomy. The experiences in later adulthood varied based on gender, race, ethnicity, and social class. Among the respondents, 72.7% were female students. The questionnaire provided useful insights into academic performance, technological resources, attitudes toward technology, learning environments, and time management during online classes. According to a study conducted by Gordon College, predominantly female, early adulthood, BSBA-HRM students had a positive experience with blended learning. Factors that influenced academic performance included socioeconomic status, student temperament and motivation, and peer and parental support. Most respondents used smartphones for online learning and had a moderate understanding of technology's role in independent study and interaction. Respondents preferred studying in a quiet environment, dedicated 3-4 hours daily to studying and had moderately positive views on blended learning's influence on academic performance. They acknowledged the drawback of excessive reliance on online applications but recognized the positive impact of blended learning on learning and adaptability.

PROFILE OF THE RESPONDENTS

The profiles of the respondents were collected to investigate the first objective of the questionnaire, which is presented in Table 3.1. Most of the respondents are students of Human Resource Management at Gordon College, aged 20 or above, or are in the later adulthood group. This is the stage in human development where complete physical and intellectual maturity is achieved. People take longer to attain economic and psychological independence, and the experiences of later adulthood vary widely based on gender, race, ethnicity, and social class. Furthermore, 72.7% of those surveyed were female students.

**Distribution of Study Population according to BSBA-HRM Students
 Year Level**

BSBA - HRM Students Year Level	Total Population	Respondents	Percentage	Response Rate
Level 1	89	53	32.9	59.55%
Level 2	58	28	17.4	48.28%
Level 3	42	27	16.8	64.29%
Level 4	84	53	32.9	63.10%
Total	273	161	100.0	

Table 3.1 (Distribution of Population Table)

Table 3.1 presents the distribution of the BSBA-HRM student population by year level. The study involved a survey questionnaire conducted by the proponents among 161 HRM students, from the 1st year to the 4th year level.

**Profile of BSBA - Human Resource Management Students at
 Gordon College**

Demographic Profile of Respondents	Frequency	Percentage	Cumulative Percentage
Age			
17	0	0	0
18	14	8.7	8.7
19	22	13.7	22.4
20 & UP	125	77.6	100
Total	161	100.0	

Table 3.2 (Demographic Profile of Respondents - Age)

Table 3.2 presents the demographic profile frequency of age. It is gleaned from this table that most of the respondents are ages 20 and up, with a

frequency of 125 and a percentage of 77.6%; the cumulative frequency is at a percentage of 100%.

Demographic Profile of Respondents	Frequency	Percentage	Cumulative Percentage
Sex			
Female	117	72.7	72.7
Male	44	27.3	100
Total	161	100.0	

Table 3.3 (*Demographic Profile of Respondents - Sex*)

Table 3.3 presents the demographic profile frequency of sex. It is gleaned from this table that most of the respondents are female, with a frequency of 117 and a percentage of 72.7%; the cumulative frequency is at a percentage of 72.7%.

Demographic Profile of Respondents	Frequency	Percentage	Cumulative Percentage
Year Level			
1 st Year Level	53	32.9	32.9
2 nd Year Level	28	17.4	50.3
3 rd Year Level	37	16.8	67.1
4 th Year Level	53	32.9	100
Total	161	100.0	

Table 3.4 (*Demographic Profile of Respondents - Year Level*)

Table 3.4 presents the demographic profile frequency by year level. It can be gleaned from this table that most of the respondents are from the 1st and 4th year levels, with a frequency of both 53 and a percentage of 32.9%; the cumulative frequency of the 1st year level is at 32.9%, while the 4th year level is at 100%.

Percentage of Academic Performance as Observed by Respondents

ACADEMIC PERFORMANCE										
Question	Not Effective	Percentage	Less Effective	Percentage	Moderately Effective	Percentage	Highly Effective	Percentage	Very Highly Effective	Percentage
1. Do you think online learning can develop your academic performances?	7	4.3	24	14.9	87	54	36	22.4	7	4.3
2. Do you think that it's easier to discuss and clarify things that you don't understand during online classes?	15	9.3	61	37.9	56	34.8	27	16.8	2	1.2
3. Do you think submitting your homework, seatwork and quizzes on time can improve your academic performance?	3	1.9	16	9.9	30	18.6	62	38.5	50	31.1

Table 3.5 (Academic Performance)

Table 3.5 presents the frequency of academic performance. It is gleaned from this table that the frequency of academic performance during online classes. The majority of the respondents are moderately effective at using blended learning to develop their academic performance, with a frequency of 87 responses and a percentage of 54%; respondents are also moderately effective at using online classes to have an easier way of discussing and clarifying things that they do not understand, with a total of 56 responses and a percentage of 34.8%. Lastly, the highly effective thing for the respondents is that submitting their homework, seatwork, and quizzes on time can improve their academic performance, with a total of 62 responses and a percentage of 36.5%.

Availability of Technological Resources

Which of the following technological devices do you use during online class and studying?		
Devices	Frequency	Percentage
Smartphone	156	59.5
Laptop	77	29.4
Tablet	9	3.4
Computer	20	7.6
Total	262	100

Table 3.6 (*Frequency and Percentage of Technological Devices*)

Table 3.6 presents the frequency of the availability of technological resources. It is gleaned from this table the frequency of the availability of technological resources to students during online classes stated that most of the respondents are using smartphone devices with a frequency of 156 and a percentage of 59.5%; laptops are the second most used devices of the students during online classes with a frequency of 77 and a percentage of 29.4%; computers with a frequency of 20 and a percentage of 7.6%; and tablets with a frequency of 9 and a percentage of 3.4%.

AVAILABILITY OF TECNOLOGICAL RESOURCES										
Question	Not Effective	Percentage	Less Effective	Percentage	Moderately Effective	Percentage	Highly Effective	Percentage	Very Highly Effective	Percentage
1. Do you think using applications to get your homework done quickly without learning them is a bad habit?	2	1.2	19	11.8	32	19.9	73	45.3	35	21.7
2. Do you think the availability of technology provides opportunities to study independently?	1	0.6	13	8.1	40	24.9	80	49.7	27	16.8
3. Do you think the presence of technology served as catalyst for student interaction?	4	2.5	18	11.2	68	42.2	64	39.8	7	4.3

Table 3.7 (Results of Availability of Technological Resources)

Based on the collected data from the researchers, respondents agreed that using applications to get their homework done without learning them is a bad habit, with 73 responses and a percentage of 45.3%. Respondents were highly influential in demonstrating that the availability of technology provides opportunities to study independently, with 80 responses and a percentage of 49.7%. Lastly, respondents are moderately effective towards technology as a catalyst for student interaction, with 68 total responses and a percentage of 42.2%.

Table 3.8 presents the frequency of learning environments. It is gleaned from this table that the frequency of learning environments during online classes, most of the respondents found it highly effective that the noise from your surroundings can affect your focus during an online class, with 94 responses and a percentage of 58.4%. Respondents were highly influential in proving that studying in a room where you sleep affects your academic performance, with a total of 60 responses and a percentage of 37.3%. Lastly, most of the respondents highly agreed that having a space inside their home to study quietly

improves their academic performance, with a total of 81 responses and a percentage of 50.3%.

Learning Environment

LEARNING ENVIRONMENT										
Question	Not Effective	Percentage	Less Effective	Percentage	Moderately Effective	Percentage	Highly Effective	Percentage	Very Highly Effective	Percentage
1. Do you think noise coming from your surroundings affects your focus during an online class?	3	1.9	7	4.3	11	6.8	46	28.6	94	58.4
2. Do you think studying in the area where you sleep affects your academic performance?	3	1.9	23	14.3	31	19.3	60	37.3	44	27.3
3. Do you think having a space inside your home to study quietly is effective in improving your academic performance?	3	1.9	6	3.7	13	8.1	58	36	81	50.3

Table 3.8 (Learning Environment)

Time Management

How long do you prefer to study in order to accomplish your pending activities during online learning?		
Hours	Frequency	Percentage
1 to 2 hours	54	33.5
3 to 4 hours	81	50.3
5 hours or more	26	16.1
Total	161	100

Table 3.9 (Frequency and Percentage of Study Hours)

Table 3.9 presents the frequency of Time Management. It is gleaned from this table the frequency of time management for learning using online modalities stated that in the span of 1 to 2 hours, 33.5% of respondents would put their time into studying; 3 to 4 hours, with 50.3% of

respondents, is most likely the time frame for students to accomplish their activities and study; and 5 hours or more, with 16.1% of respondents, is the time frame for students to use for studying.

TIME MANAGEMENT										
Question	Not Effective	Percentage	Less Effective	Percentage	Moderately Effective	Percentage	Highly Effective	Percentage	Very Highly Effective	Percentage
1. Do you think that creating your own study schedule for accomplishing activities for the upcoming days, weeks, or months can improve your time management?	1	0.6	9	5.6	27	16.8	69	42.8	55	34.2
2. Do you think spending more time to finish difficult activities can help improve your learning?	2	1.2	10	6.2	40	24.8	75	46.6	34	21.2
3. Do you think you can accomplish all your pending activities and tasks before their due date?	0	0	12	7.5	40	24.8	70	43.5	39	24.2

Table 3.10 (Results of Time Management)

Based on the researchers' gathered data, creating a study schedule to accomplish activities is an effective way to improve their time management, with 55 highly effective responses and a percentage of 34.2%. Spending more time finishing challenging activities and accomplishing all pending activities before the due date had 40 moderately effective responses and a percentage of 24.8%.

Interpretation of Responses in the Perceived Effects of Blended Learning as the New Modality on the Human Resource Management Students at Gordon College

Academic Performance

Table 3.11 (*Interpretation of Responses in Academic Performance*)

	Very Highly Effective	Highly Effective	Moderately Effective	Less Effective	Not Effective	Total	μ	μ_2	σ	Interpretation
Q1	7	36	87	24	7	161	3.1	10.2	2.7	Moderate
Q2	2	27	56	51	15	161	2.7	8.0	2.3	Low
Q3	50	62	30	16	3	161	3.9	16.0	3.5	High

The interpretation of the responses in the perceived effect of blended learning as a new modality survey is shown in Table 3.11. The rating for all three items and the overall average fall under the high, moderate, and low interval based on the Likert Scale questionnaire interpretation of Pimentel (2010). This suggests that most respondents are moderately effective in using blended learning as the new modality for improving their academic performance.

Availability of Technological Resources

	Very Highly Effective	Highly Effective	Moderately Effective	Less Effective	Not Effective	Total	μ	μ_2	σ	Interpretation
Q4	35	73	32	19	2	161	3.7	15.0	3.3	Moderate
Q5	27	80	40	13	1	161	3.7	14.7	3.3	Moderate
Q6	7	64	68	18	4	161	3.3	11.7	2.9	Moderate

Table 3.12 (*Interpretation of Responses in Availability of Technological Resources*)

Table 3.12 interprets the responses to the effectiveness of blended learning as a new modality survey. The rating for all three items and the overall average fall under the moderate interval based on the Likert. Scale questionnaire interpretation of Pimentel (2010). This suggests that most respondents are moderately effective regarding the availability of technological resources they use during online classes.

Learning Environment

	Very Highly Effective	Highly Effective	Moderately Effective	Less Effective	Not Effective	Total	μ	μ^2	σ	Interpretation
Q7	94	46	11	7	3	161	4.4	20.0	3.9	High
Q8	44	60	31	23	3	161	3.7	15.1	3.4	High
Q9	81	58	13	6	3	161	4.3	19.2	3.9	High

Table 3.13 (*Interpretation of Responses in Learning Environment*)

The interpretation of the responses in the perceived effects of blended learning as a new modality survey is shown in Table 3.13. The rating for all three items and the overall average fall under the high interval based on the Likert Scale questionnaire interpretation of Pimentel (2010). This suggests that most respondents highly agree that unnecessary noises and having a quiet study room can improve the respondents' learning and development during blended classes. **Time Management**

Table 3.14 (*Interpretation of Responses in Time Management*)

The interpretation of the responses in the perceived effects of blended learning as a new modality survey is shown in Table 3.14. The rating for all three items and the overall average fall under the high interval based on the Likert Scale questionnaire interpretation of Pimentel (2010). This suggests that most respondents highly agree that creating their study schedules to finish all their pending activities, spending more time understanding complex tasks, and accomplishing all their pending activities before the due date helps the respondents be effective during blended classes.

CONCLUSIONS

Conclusions Overall, this study showed the following results:

The respondents, who are BSBA-HRM students at Gordon College, are mostly from their early adulthood (20 years old and above), are female,

and are 1st year-level to 4th year-level students who experience the effectiveness of blended learning as a new modality.

Academic performance is among the several components of academic success, which include factors such as socioeconomic status, student temperament and motivation, peer support, and parental support. The respondents have neutral answers about the effectiveness of blended learning in terms of academic performance. Most of the respondents use smartphones as the common device that they usually use in their online learning for joining classes, doing homework, answering quizzes and activities, and submitting their pending tasks. The availability of technology allowed the students to study even while staying at home; however, the respondents were moderately effective in their understanding that technologies provided opportunities to study independently and served as catalysts for student interaction. Most of the respondents felt very highly that unnecessary noises from their surroundings could affect their focus on their blended classes. Respondents most likely want to study quietly in their private space since they are comfortable studying in a place where they can also relax. Most of the students study their lectures for 3 to 4 hours a day, and they are efficient in accomplishing their online activities, which helps them become highly active in engaging in any academic activities. Many of the respondents are 1st and 4th-year students who are 20 years old and older. Most of them are also female students since they are more numerous compared to the males. Most of the respondents gave moderately effective answers in terms of how blended learning can develop their academic performance. Using online applications may not be good since the students will only rely on the answers from the internet without understanding the topic. In terms of the learning environment, the respondents preferred to study in a quiet space to avoid distraction and help them focus on studying. Most of the respondents are likely to have a schedule to improve time management and accomplish tasks on time. According to the findings of the study, blended learning has improved the student's learning and development even without face-to-face interactions. It became effective since most of the respondents agreed that it had improved their academic performance

and that they had adapted to the changes compared to the traditional way of learning.

RECOMMENDATIONS

The following recommendation is based on the results of the conclusions:

The respondents, who are BSBA-HRM students at Gordon College, are mostly in their early adulthood (20 years old and above), are female, and 41 are 1st-year-level to 4th year-level students who experience the effectiveness of online learning as a new modality. Clearly define the objectives and components of the blended learning approach, such as combining in-person classroom instruction with online resources and activities. Considering most respondents use smartphones for online learning activities, it is recommended to optimize the online learning platforms and resources for mobile devices. Set measurable goals, such as increasing student engagement and participation by a certain percentage, improving student performance on assessments, and tracking attendance and completion rates for online components. Ensure that the necessary resources and infrastructure are in place to support blended learning, including access to reliable technology, internet connectivity, and training for both students and teachers on using online learning platforms. Align the blended learning approach with the student's educational needs and goals, taking into consideration their learning preferences and the curriculum requirements. Ensure that the blended learning activities are relevant to the subject matter and enhance the learning experience. Establish a timeline for the implementation of blended learning, including specific milestones for training, transition, and evaluation. Regularly assess and review the effectiveness of the blended learning approach to make necessary adjustments and improvements. Based on the findings that online learning has positively impacted students' learning and development and improved academic performance, the researchers can recommend the continuation of integrating the online learning modality, professional development for educators, technology infrastructure and support, student support services, research and evaluation, and flexible

learning options. By implementing these recommendations, educational institutions can build upon the positive impact of online learning, further improve students' learning outcomes, and adapt to the evolving needs of the educational landscape.

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***LEVELS OF STRESS AMONG BUSINESS ADMINISTRATION
STUDENTS MAJOR IN HUMAN RESOURCE MANAGEMENT IN
GORDON COLLEGE***

Authors: Lopez, Zyron T.
Santos, Jenica V.
Arandia, Rigner Lourence N.
Aquino, Eloisa Jean P.
Elpus, Jan Cris
Dr. Stephanie Navarro
Nigel Jacob N. Silvestre, CFMP
John Angelo Diwa, MBA

ABSTRACT

This study examines the levels of stress experienced by Business Administration students majoring in Human Resource Management at Gordon College. The research aims to identify the sources of stress and the coping mechanisms used by the students. The study utilizes both qualitative and quantitative methods to gather data, including surveys and interviews. The findings of the study will provide valuable insights into the stress levels of students in this field and may inform future approaches to managing stress in academic settings.

INTRODUCTION

Stress is a natural response to challenging events that can motivate us, but excessive stress can have negative impacts on our physical and mental health. Recent research has linked chronic stress to immune system problems, cardiovascular issues, anxiety, and depression. College students in the Philippines often experience high levels of stress, with academic pressure and financial concerns being significant stressors. Academic-related stress can lead to poor mental health outcomes and dissatisfaction with the college experience. Financial stress is also prevalent among

college students, affecting their mental health and academic performance. Relationship stress, especially during the COVID-19 pandemic, has been a significant concern for college students, leading to feelings of loneliness and social isolation. To manage and reduce stress, intervention programs, counseling services, and stress-reduction techniques are essential for college students. Techniques such as cognitive behavioral therapy, mindfulness meditation, physical activity, time management, and social support can help students cope with stress. Universities and colleges must prioritize stress management programs, provide access to resources and support networks, and raise awareness of significant stressors such as academic pressure, financial challenges, and relationship issues. By addressing the sources of stress, colleges can promote a healthier campus environment and enhance students' well-being. Stress management programs should encompass, physical, psychological, and social aspects to effectively lower stress levels and improve overall well-being in college students.

METHODS

The study's research design is descriptive quantitative research, which aims to systematically explore and analyze phenomena using numerical data. This method focuses on identifying trends, correlations, and patterns using statistical methods. Quantitative research involves collecting and analyzing numerical data to examine relationships between variables or establish patterns or trends. The descriptive research method provides a systematic and detailed explanation and description of the research object. It aims to describe a population, situation, or phenomenon accurately and systematically by answering questions about what, where, when, and how. The target respondents of this study are students from the Business Administration Major in Human Resource Management program at Gordon College. Stratified sampling is used to ensure that the sampling units are homogeneous in the characteristics under study. The study was conducted at Gordon College, a well-known college in Olongapo City.

A self-administered survey questionnaire comprising two parts was used as the research instrument: profiling and stress levels among college students. The questionnaire uses a 4-point Likert scale to assess stress

levels, with experts from the guidance office of Gordon College ensuring that the instrument's validity and reliability tests were conducted.

The data-gathering procedure involved obtaining authorization from the college and distributing the survey questionnaire to the respondents. The statistical treatment of data includes frequency and percentage distribution, Shapiro-Wilk test, mean, Mann-Whitney U test, Kruskal-Wallis H test, and Spearman's rank correlation coefficient. The 4-point Likert scale is used to interpret the stress levels as very low, low, moderate, and high.

RESULT AND DISCUSSION

This chapter presents the data gathered from the 180 Business Administration Majoring in Human Resources Management students at Gordon College who served as respondents to this research. It also provides the analysis and interpretation of the data, which has been organized according to the research questions enumerated in the first chapter of this paper.

Profile of the Respondents

The following table presents the survey results from the respondents' profiles. The profile included Sex, Year Level, and Student Status.

Table 1.1

Distribution of the Respondent's Profile According to Sex

Sex	Frequency	Percent
Male	44	24.4
Female	136	75.6
Total	180	100.0

Table 1.1 shows the distribution of the respondents' profiles according to sex. The sample consisted of one hundred eighty (180) respondents, with

forty-four (44) or twenty-four percent (24.44%) males and one hundred thirty-six (136) or seventy-six percent (75.56%) females. This is about the study conducted by Pasion et. Al. (2018) found that most of the Philippines' Human Resources (HR) students were female, with 86% of the total enrollees being women. This gender disparity in HR enrollment may affect the gender makeup of the future HR workforce in the Philippines.

Table 1.2
Distribution of the Respondent's Profile According to Year Level

Year Level	Frequency	Percent
First Year	59	32.8
Second Year	38	21.1
Third Year	28	15.6
Fourth Year	55	30.6
Total	180	100.0

Table 1.2 shows the distribution of the respondents' profiles according to year level. The one hundred eighty (180) respondents consist of fifty-nine (59) or thirty-two percent (32.8%) 1st-year students; thirty-eight (38) or twenty-one percent (21.1%) 2nd-year students; twenty-eight (28) or fifteen percent (15.6%) 3rd-year students; and fifty-five (55) or thirty percent (30.6) are 4th-year students. The table shows that most respondents are 1st-year and 4th-year students taking Human Resource Management courses. This means more students are enrolled after the pandemic and in the previous school year before the restrictive lockdowns were imposed. In the Philippines, the number of out-of-school youth rose at the onset of the pandemic from 16.9% in January 2020 to 25.2% three months later in April 2020, based on a study released by the US Agency

for International Development in November 2021 (INQUIRER.NET, 2023).

Table 1.3
Distribution of the Respondent’s Profile According to Student Status

Status	Frequency	Percent
Full-time student	155	86.1
Working Student	25	13.9
Total	180	100.0

Table 1.3 shows the distribution of the respondents according to student status. The one hundred eighty (180) respondents consist of one hundred fifty-five (155) or eighty-six percent (86.11%) full-time/non-working students, while twenty-five (25) or thirteen percent (13.89) are working students. The table shows that most respondents are full-time/non-working students. Only 25 (13.89%) of them are working students. This shows that the respondents are more focused and inclined toward their study. Students who see the value of a field of study experience greater involvement, positive task attitudes, and greater identification with the domain (Brown et al., 2015; Smith et al., 2015). On the other hand, some students must combine work and study to meet a college degree's expenses; therefore, those with fewer financial resources are most affected (Sanchez-Gelabert et al., 2017).

Levels of Stress

The following table presents the survey results on the stress levels among Business Administration primary in Human Resource Management (BSBA-HRM) students. This includes Academic-Related Stressors, Financial-Related Stressors, and Relationship-Related Stressors.

Table 2.1

Levels of Stress Among Business Administration Major in Human Resource Management (BSBA-HRM) Students in Terms of Academic Stress

	Indicators	Mean	Descriptive Interpretation
1.	Fear of failure or low grades	3.29	High Level
2.	Heavy workload and time management issues	3.00	Moderate Level
3.	Academic pressure from parents or family	2.46	Low level
4.	Difficulty adjusting to the academic environment	2.65	Moderate Level
5.	High expectations and competition with peers	2.57	Moderate Level
6.	Lack of motivation or interest in the course	2.44	Low level
7.	Performance anxiety during exams or presentations	3.04	Moderate Level
8.	Balancing academic responsibilities with part-time jobs or extracurricular activities	2.51	Moderate Level
9.	Difficulty in understanding the course materials	2.53	Moderate Level
10.	Inadequate access to resources such as textbooks, internet, and study materials	2.38	Low level
Average		2.69	Moderate Level

Table 2.1 shows that the stress level related to academic factors among college students is "moderate," with a weighted mean of 2.69. The primary academic stressor identified was the "Fear of failure or low grades," with a weighted mean of 3.29, indicating a "High" stress level. Following that, the second and third highest stressors were "Heavy workload and time management issues" and "Performance anxiety during exams or

presentations," with weighted means of 3.04 and 3.00, respectively, indicating a "moderate" level of Stress. Other academic stressors, such as "Difficulty adjusting to the academic environment," "High expectations and competition with peers," and "Difficulty in understanding the course materials," were also found to be "moderate" level stressors. Interestingly, the least stressful academic factors for the students were "Inadequate access to resources such as textbooks, internet, and study materials," with an average of 2.28 or a "low" level stressor.

Research studies conducted in the Philippines, which emphasize academic-related pressures as a significant issue for college students, have revealed similar results to the interpretation above.

According to research by Tolentino and Tan (2017), fear of failing, a demanding workload, and trouble understanding the course material were the three leading sources of academic Stress among Filipino college students. Academic pressure and performance anxiety were the leading causes of Stress among Filipino college students in a different study conducted by Lee (2018).

However, the result above is contrary to the findings of the study by Sze (2020), which states that inadequate access to resources, including textbooks, internet, and study materials, was a significant source of Stress for Filipino college students. The researchers noted that limited access to these resources can lead to academic difficulties and hinder learning.

Table 2.2

Levels of Stress Among Business Administration Major in Human Resource Management (BSBA-HRM) Students in Terms of Financial Stress

	Indicators	Mean	Descriptive Interpretation
1.	Education-related expenses and other fees	2.84	Moderate Level
2.	Need to work part-time or full-time to pay for school or personal expenses	2.39	Low level

3.	Difficulty paying for basic needs such as food, housing, and transportation	2.4	Low level
4.	Dependence on parents or family for financial support	3.01	Moderate Level
5.	Student loan debt	1.81	Low level
6.	Unexpected financial emergencies, such as medical bills	2.51	Moderate Level
7.	Balancing financial obligations and personal expenses	2.88	Moderate Level
8.	Limited access to financial resources and support systems	2.63	Moderate Level
9.	Lack of financial literacy and budgeting skills	2.47	Low level
10.	Pressure to maintain a particular lifestyle or keep up with peers	2.47	Low level
Average		2.54	Moderate Level

Table 2.2 shows that the overall level of Stress related to finance is considered "moderate," with a weighted mean of 2.54. The leading stressor identified is "Dependence on parents or family for financial support," with a weighted mean of 3.01, indicating a "moderate" stress level. The second and third highest stressors are "Balancing financial obligations and personal expenses" and "Education-related expenses and other fees," with

weighted means of 2.84 and 2.39, respectively, also indicating a "moderate" level of Stress. Interestingly, "Student loan debt" and "Need to work part-time or full-time to pay for school or personal expenses" were found to be the least stressful financial stressors, with weighted means of 1.81 and 2.39, respectively, indicating a "low" level of Stress.

According to the study entitled "Parental Financial Assistance and Young Adults' Relationships with Parents and Well-Being," as more young people pursue higher education for more extended periods (Fitzpatrick & Turner, 2007), it takes them longer to achieve financial independence (Danzinger & Ratner, 2010). As a result, young people are more frequently in a semi-dependent state for several years while they invest in higher education, and parents frequently provide significant practical and financial assistance to their children well past (Schoeni & Ross, 2005; Setters ten & Ray, 2010). It can take many forms, including housing, childcare, tuition and living expenses assistance, and emotional support and advice (Swartz, 2009 & Fingerman, Cheng, Tighe, et al., 2012).

However, contrary to the findings in a study entitled "Financial Stress and Financial Counseling: Helping College Students" claims that the institutional environment surrounding the college education decision has changed dramatically - grants and other forms of aid have not kept pace with the rapid increase in tuition (Draut, 2007 & College Board, 2011). As a result, students are increasingly reliant on student loans to fund their education. Working their way through college is no longer a viable option, as tuition has risen faster than inflation in recent decades (Draut, 2007).

Table 2.3
Levels of Stress Among Business Administration Major in Human Resource Management (BSBA-HRM) Students in Terms of Relationship Stress

	Indicators	Mean	Descriptive Interpretation
1.	Homesickness and feeling homesick	2.21	Low level

2.	Feeling out of place or having a hard time adjusting to college life	2.44	Low level
3.	Bullying and harassment by peers or classmates	2.02	Low level
4.	Discrimination or prejudice based on gender, race, religion, or sexual orientation	2.09	Low level
5.	Difficulty making friends or social connections	2.25	Low level
6.	Peer pressure and influence from friends	2.21	Low level
7.	Dealing with romantic relationships and breakups	2.17	Low level
8.	Balancing academics and social life	2.73	Moderate Level
9.	Fear of missing out (FOMO) or feeling left out of social events	2.48	Low level
10.	Social media addiction and the pressure to maintain a particular image online	2.24	Low level
Average		2.28	Low level

Table 2.3 displays that the stress level related to relationship factors among college students is "Low" with a weighted mean of 2.28. The sole leading relationship stressor identified was "Balancing academics and social life," with a weighted mean of 2.73, indicating a "moderate" level of Stress, followed by a low-level stressor, "Fear of missing out (FOMO) or feeling left out of social events," and "Feeling out of place or having a hard time

adjusting to college life." The other relationship-related stressors were all ranked as "Low," suggesting that they do not significantly impact the level of stress experienced by college students.

Other research studies have revealed similar results to the interpretation above, emphasizing "balancing academics and social life" as a significant issue for college students. According to a study entitled "Quantitative Approach on Undergraduates' Student-Life Balance: Intervention for Academic Stress," student-life balance is the primary concern for higher education institutions nowadays, as undergraduates face enormous pressure to meet academic and social relationship expectations (Bahar et al., 2015). Previous research also found that a lack of student-life balance increased the prevalence of mental health issues among undergraduates (Shamsuddin et al., 2013; Ramli et al., 2018 & Lau, Wong, & Lim, 2018). The result is like the study conducted by Doraja and Bautista (2018) among 250 college students. It was found that they experience low levels of Stress related to their relationships. In addition, a study in private universities in Manila by Lim and Lee (2020) found that college students experience low stress levels regarding relationships. Test the difference in the level of Stress among business administration majors in human resource management (BSBA-HRM) students when grouped according to profile variables.

Table 3.1
Difference in the Levels of Stress Among Business Administration
Major in Human Resource Management Students by Sex

Stressor	Sex	n	Median	U	z	Asymp. Sig	Conclusion
Academic Stress	Male	44	2.50	2514.500	-1.594	.111	Not Significant
	Female	13 6	2.70				
	Male	44	2.50	2676.500	-1.052	.293	

Financial Stress	Female	13 6	2.60				Not Significant
Relationship Stress	Male	44	2.15	2798.000	-.647	.518	Not Significant
	Female	13 6	2.20				

Table 3.1 shows the evaluation of data using a Mann-Whitney U test that found no significant difference in the levels of Stress among business administration major in human resource management students in terms of academic Stress [$U = 2514.500$, $z = -1.594$, $p = .111$] between males (Mdn = 2.50) and females (Mdn = 2.70); in terms of financial Stress [$U = 2676.500$, $z = -1.052$, $p = .293$] between males (Mdn = 2.50) and females (Mdn = 2.60); and in terms of relationship stress [$U = 2798.000$, $z = -.647$, $p = .518$] between males (Mdn = 2.15) and females (Mdn = 2.20) at the 5% significance level. This implies that students experience the same stress levels regardless of their sex. According to Yikealo (2018), students experience Stress regardless of age, gender, educational status, or socioeconomic status.

However, the findings contradict a study by Westminster College (2021) that found differences in stress levels among male and female college students. Women were observed to be more prone to feel higher stress levels, which was consistent with. In addition, female students mentioned low self-esteem, exam pressure, and hopelessness as stress-related issues. Furthermore, research has revealed that female students experience higher overall and academic stress levels than their male counterparts. The International Journal of Indian Psychology (2017) also found that women are reported to be less worried and more optimistic. Although gender is thought to affect the relationship between Stress and the type of coping strategy used, the results are not always consistent. Males are expected to live up to specific social expectations, and sharing feelings is a sign of weakness.

Table 3.2
Difference in the Levels of Stress Among Business Administration
Major in Human Resource Management Students by Year Level

Stressor	Year Level	n	Median	H	df	Asymp. Sig	Conclusion
Academic Stress	First Year	59	2.80	6.737	3	.081	Not Significant
	Second Year	38	2.60				
	Third Year	28	2.55				
	Fourth Year	55	2.50				
Financial Stress	First Year	59	2.60	6.276	3	.099	Not Significant
	Second Year	38	2.35				
	Third Year	28	2.55				
	Fourth Year	55	2.60				
Relationship Stress	First Year	59	2.40	4.860	3	.182	Not Significant
	Second Year	38	2.20				
	Third Year	28	2.05				
	Fourth Year	55	2.20				

Table 3.2 uses the Kruskal-Wallis H test to evaluate the difference in the stress levels among business administration majors in human resource management students by year level. The test found no statistically significant difference among year-level groups in terms of academic Stress [$H(3) = 6.737, p = .081$], with a median value of 2.80 for those first-year students, 2.60 for those second-year students, 2.55 for those third-year students, and 2.50 for those fourth-year students; in terms of financial Stress [$H(3) = 6.276, p = .099$], with a median value of 2.60 for those first-year students, 2.35 for those second-year students, 2.55 for those third-year students, and 2.60 for those fourth-year students; and in terms of relationship stress [$H(3) = 4.860, p = .182$], with a median value of 2.40

for those first-year students, 2.20 for those second-year students, 2.05 for those third-year students, and 2.20 for those fourth-year students at the 5% significance level. This implies that certain year levels do not affect the level of Stress experienced by students.

The findings are supported by Yikealo's (2018) study, "The Level of Stress among College Students: A Case in the College of Education." The study states that Stress is an unavoidable part of life that affects a wide range of population groups regardless of age, gender, educational status, or socioeconomic status.

A related study published by Frontier Psychology (2021) concluded that all types of changes in people's lives, including changes and transitions in the learning environment, can lead to an increased level of Stress regardless of their gender, year level, or socioeconomic status (e.g., Clinciu, 2013; Sohail, 2013; Donovan & Macaskill, 2017). Student mental health in higher education has become a growing concern, creating renewed attention to this vulnerable population (Son et al., 2020).

Table 3.3

Difference in the Levels of Stress Among Business Administration Major in Human Resource Management Students by Student Status

Stressor	Status	n	Mdn	U	z	Asymp . Sig	Conclusion
Academic Stress	Full-time student	155	2.70	1937.00 0	-.002	.998	Not Significant
	Working Student	25	2.70				
Financial Stress	Full-time student	155	2.60	1835.50 0	-.423	.672	Not Significant
	Working Student	25	2.40				
Relationship Stress	Full-time student	155	2.20	1872.00 0	-.272	.786	Not Significant
	Working Student	25	2.20				

Table 3.3 depicts a Mann-Whitney U test that found no significant difference in the levels of Stress among business administration major in human resource management students in terms of academic Stress [$U = 1937.000$, $z = -.002$, $p = .998$] between full-time students (Mdn = 2.70) and working students (Mdn = 2.70); in terms of financial Stress [$U = 1835.500$, $z = -.423$, $p = .672$] between full-time students (Mdn = 2.60) and working students (Mdn = 2.40); and in terms of relationship stress [$U = 1872.000$, $z = -.272$, $p = .786$] between full-time students (Mdn = 2.20) and working students (Mdn = 2.20) at the 5% significance level.

To support this claim, according to Pdxscholar, P., Summer, R., Mccoy, M., Trujillo, I., & Rodriguez, E. (2023), just as all students perceive a lack of time to do what they need to do, all students experience Stress, regardless of whether they work or not. While working students experience elevated levels of Stress and anxiety, it is also true that non-working students do as well. All students, regardless of whether they work or not, feel a strain on their time. Working and non-working students identified "not enough time to do everything I need to do" as one of their top stressors.

However, the result contradicts the study made by Săvescu, R., Stoe, A. M., & Rotaru, M. (2017), entitled "Stress among working college students: Case Study: Faculty of Engineering Sibiu, Romania," it was found that working students in their college feel more stressed compared with non-working students. According to the study, school requirements stress working students more than non-working students. Their sources of Stress were compulsory lecture attendance, school tasks, and exam session periods, which are generally considered very stressful school requirements or situations, especially for working students.

Test of relationship in the stress level among Business Administration Major in Human Resource Management (BSBA-HRM) students.

Relationship Between the Levels of Stress Among Business Administration Major in Human Resource Management Students

Stressor	1	2	3
1 Academic Stress	-		
2 Financial Stress	.532**	-	
3 Relationship Stress	.430**	.457**	-

Note: **p < .01

The table illustrates the relationship between stress levels among business administration majors and human resource management students. The Spearman rho correlation revealed that academic Stress has a significant moderately positive correlation (Schober, P. et al., 2018) between financial Stress [$r_s(178) = .532^{**}$, $p < .05$] with large effect size and relationship Stress [$r_s(178) = .430^{**}$, $p < .05$] with medium effect size (Cohen, 1988). The correlation determination (R^2) indicates that financial Stress explained 28.30% of the variance in academic Stress, and 18.49% was explained by the presence of relationship stress among students.

The text below discusses the relationship between financial stress and academic stress among college students in the Philippines. Financial stressors, such as tuition fees and the financial dependence on parents, are positively related to academic stress levels. This suggests that financial challenges can contribute to increased academic stress levels among college students. Another study found a correlation between financial stress and academic stress, indicating that both factors can affect students' overall academic performance.

Furthermore, academic stressors, such as workload, exams, and expectations, can impact students' relationships with their peers, friends,

and family. Higher levels of academic stress are associated with lower-quality interpersonal relationships among college students in the Philippines. Similarly, financial stress can also affect the stability of students' interpersonal relationships with their peers, friends, and family. The presence of relationship stress among students can explain 20.88% of the variance in academic stress.

In conclusion, financial stress and academic stress can negatively affect students' interpersonal relationships. Financial stress is associated with lower relationship satisfaction among college students, while academic stress can impact the quality of students' relationships with their peers, friends, and family. Addressing these stressors is essential for promoting students' well-being and academic success.

Profile of the Respondents:

1.1. Sex: The sample consisted of 180 respondents, with 44 (24.44%) males and 136 (75.56%) females, indicating a gender disparity in the sample.

1.2. Year Level: Out of the 180 participants, 32.8% were first-year students, 21.1% were second-year students, 15.6% were third-year students, and 30.6% were fourth-year students. Most of the respondents were either first-year or fourth-year Human Resource Management students.

1.3. Student Status: Among the 180 respondents, 86.11% (155) were full-time/non-working students, while 13.89% (25) were working students. Most of the respondents were full-time/non-working students, with only a small percentage being working students.

Levels of Stress among College Students:

2.1. Academic Related Stress: The survey findings indicate that the primary stressors are fear of failure or low grades, heavy workload and time management issues, and performance anxiety during exams or presentations. Other stressors, such as difficulty adjusting to the academic environment and high peer expectations, also contribute to moderate stress levels.

2.2. Financial-Related Stress: The survey findings indicate that students experience a moderate level of financial-related stress. The primary stressors are dependent on parents or family for financial support, balancing financial obligations, and education-related expenses. On the other hand, student loan debt and the need to work to cover expenses are perceived as less stressful financial factors.

2.3. Relationship-Related Stress: The survey findings indicate that students experience a low level of stress related to relationship factors. While balancing academics and social life is identified as a moderate stressor, the remaining relationship-related stressors are ranked as low, suggesting that they do not significantly contribute to the student's overall stress levels.

Test of Difference in the Levels of Stress among Business Administration Major in Human Resource Management Students:

3.1. There is no significant difference in the levels of stress between males and females.

3.2. There is no significant difference in the levels of stress between year levels.

3.3. There is no significant difference in the levels of stress between student statuses.

Test of Relationship in the Levels of Stress among Business Administration Major in Human Resource Management Students:

4.1. There is a significant relationship in the levels of stress between academic and financial-related stressors.

4.2. There is a significant relationship in the levels of stress between academic and relationship-related stressors.

4.3. There is a significant difference in the levels of stress between financial and relationship-related stressors.

CONCLUSION

The sample consisted of more female respondents than male respondents, indicating a gender disparity within the sample. Most of the participants were either first-year or fourth-year students in the Human Resource Management program, suggesting a higher representation of students in

their academic journey's early and final years. Most of the participants were full-time/non-working students, implying that they were primarily focused on their studies rather than engaged in employment. The findings support the emphasis on addressing academic-related stressors in general, as they are the significant stressors among college students with a moderate-level interpretation. Financial-related stressors were also considered moderate-level stressors among college students, so addressing them could help lessen the stress they experienced. This is considering their relationship to the variance of those who are academically stressed. The overall descriptive interpretation of relationship-related stressors is low. However, it is crucial to note that this stressor is significantly associated with students' academic stress.

There is no evidence to support the claim that profile variables of college students affect stress levels. There is enough evidence to support the claim that a correlation exists between stress levels among college students.

Overall, the survey provided valuable insights into the stress levels and profiles of Business Administration Major in Human Resource Management students, highlighting the need for support and interventions to address academic, financial, and relationship stressors within the college community. This implies that financial problems, financial dependence of parents, and difficulty meeting expenses affect the stability of students' interpersonal relationships with their peers, friends, and family. In conclusion, higher levels of financial stress are associated with lower-quality interpersonal relationships among college students in the Philippines (Natividad, 2019). Similar results are expected in other countries as well.

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**FACTORS AFFECTING THE WORK PERFORMANCE OF
OLONGAPO ENVIRONMENTAL SANITATION
MANAGEMENT OFFICE (ESMO) EMPLOYEE: AN
ASSESSMENT**

Authors: Paul Bryan F. Perito
Alexis R. Laurella
Frances Ivy E. De Guzman
Rael Jouan A. Montehermoso
Kirk Andrew D. Cruz
Dr. Stephanie Navarro
Nigel Jacob N. Silvestre, CFMP
John Angelo Diwa, MBA

ABSTRACT

This study aims to assess the factors that affect the work performance of employees in the Olongapo Environmental Sanitation Management Office (ESMO). The study will examine the various factors that contribute to employee performance, including job satisfaction, working conditions, communication, training, and leadership. Through this assessment, the study intends to provide insights into the areas that require improvement to enhance the overall performance of ESMO employees. The study will use both quantitative and qualitative research methods, including surveys, interviews, and focus group discussions, to gather relevant data. The findings of this study will be valuable to the management of ESMO to develop strategies for improving employee performance and achieving organizational goals.

INTRODUCTION

Employee performance is a central concept in economic literature and a key driver of organizational success, employee motivation, and public action. It goes beyond the basic ideas of "determination" and "willingness to participate" in organizational literature. Employee motivation is a crucial element of corporate effectiveness, employee happiness, and retention. Satisfied employees tend to be more creative, productive, and committed to their employers. Recent research has shown a connection between employee satisfaction and efficiency.

During the first two years of operation, employees actively participated in all activities, focusing on goal setting and start-up activities. However, over the last three years, employees have become exhausted by management's increasing demands to support the business's growing needs. Additionally, the current coronavirus pandemic may have affected employee performance, which can impact organizational productivity and financial results. As a result, management and human resources are concerned about increasing attrition, absenteeism, quality issues, and their impact on productivity and financial results.

According to Silitonga and Sadeli (2020), employee performance is often seen as representative of the organization's performance. It directly affects the organization's image and must be measured by criteria such as profitability, productivity, marketing effectiveness, customer satisfaction, and employee morale. From this perspective, employee performance is closely related

Characteristics	Choices	Frequency	Distribution
Age	Below 20	2	10%
	21 – 30	3	15%
	31 – 40	5	25%
	41 – 50	5	25%
	51 – 60	5	25%

	61 above	0	0
Highest Educational Attainment	Undergraduate	8	40%
	College Graduate	12	60%
	Master's Degree	0	0
	Doctoral Degree	0	0
Employment Status	Part-time	0	0
	Full-time	16	80%
	Contractual	4	20%
Length of Service	Ten years below	6	30%
	11 – 15 years	5	25%
	16 – 20 years	2	10%
	21 – 25 years	3	15%
	26 – 30 years	4	20%
	31 years and above	0	0
Monthly Salary	P 10,000 below	2	10%
	P 10,001 – P 20,000	14	70%
	P 20,001 – P 30,000	1	5%
	P 30,001 – P 40,000	1	5%
	P 40,001 and above	2	10%

to organizational performance, and effective and efficient employee performance positively influences organizational performance.

Most businesses require assistance retaining top talent in today's fast-changing economy. According to Glint (2018), disengaged employees have a 12 times higher attrition rate than engaged workers. Losing high

performers can impact productivity and replacing them can have significant economic consequences. Employee turnover can cost up to 150 percent of a worker's salary, according to the University of Florida.

Aon Hewitt data shows that employees who are more satisfied with their jobs are 36% more likely to stay with their company. Despite research and studies, many companies require assistance researching and implementing techniques to increase performance levels that align with the company's strategy and exceed expectations. According to Shrestha R. (2019), companies recognize the link between highly engaged employees and organizational success. Performance can boost innovation, productivity, and bottom-line results while reducing costs associated with recruitment and retention in highly competitive talent markets. The most common variables influencing employee performance are communication, learning and development, leadership, teamwork, job role, managing performance, people practice, customer focus, brand alignment, and career opportunities, according to Gallup (2020) and Fazna Monzoor (2016) (Aon Hewitt).

METHODS

This study aims to gather reliable information using a descriptive research design. It involves quantitative research that requires a specific number of respondents to represent the population being studied. The study was carried out at the Olongapo City Environmental Sanitation and Management Office, located on the ground floor of the Engineering Building at Arthur St. West Bajac-Bajac, Olongapo City, Zambales. The target population of this study is the Environmental Sanitation Management Office (ESMO) administrators working at the Olongapo City Hall. The researchers will collect data about the factors influencing work performance from a sample of ESMO administrators. To gather the necessary data, the researchers used a questionnaire that was personally distributed to the employees of the Environmental Sanitation Management Office (ESMO).

RESULT AND DISCUSSION

The sample was also analyzed according to the distribution of three categories. These categories include the distribution of respondents age and employment status (Table 3.4), Length of service and Highest educational attainment (Table 3.5), and Length of service and Monthly Salary (table 3.6)

As shown in Table 3.4, full-time employees have a higher percentage of 80% compared to 20% for contractual employees. In contrast, out of 20 administrative employees from ESMO, there are no part-time employees. Out of the 80% of full-time employees, the age range from 31 – 40 and 51 – 60 are both predominant at 25%, while out of 20% of contractual employees, both are predominant at 20%. Employees aged below 20, 21 – 30, 41 – 50, and 51 – 60 are both 5% of the population.

Age	Part-time	Full time	Contractual	Total	%	% Age to Part-time	% Age to Full time	%Age to Contractual
Below 20	0	1	1	2	10%	0%	5%	5%
21 – 30	0	2	1	3	15%	0%	10%	5%
31 – 40	0	5		5	25%	0%	25%	0%
41 – 50	0	3	1	5	25%	0%	15%	5%
51 – 60	0	5	1	5	25%	0%	25%	5%

61 above	0			0	0	0%	0%	0%
Total		16	4	20	100 %	0%	80%	20%

Distribution of Length of Service to Highest Educational attainment. As shown in Table 3.5, the employee's length of service for ten years has a total of 6 employees with a percentage of 30%. For the 11-15 years of service length, there are a total of 5 employees with a percentage of 25%. For the 16-20 years of service length, there are a total of 2 employees with a percentage of 10%. The length of service is 21-25 years. There are a total of 3 employees with a percentage of 15%. For the 26-30 years of service length, there are a total of 4.

CONCLUSION

In this study, employee perspectives were obtained, and significant results were drawn using descriptive and causal research. This study determined that Hygiene and Motivation-related factors significantly affect employee performance. Both Ho1 and Ho2 were rejected and not supported, which suggests that it significantly affects employee performance. Moreover, the p-value is at 0. Hence Rejecting the null hypothesis. This implies that an employee's characteristics or behavior, job autonomy, and precise communication can increase or decrease employee performance. Finally, the results showed that hygiene and motivation have a significant effect on job-related factors, which can conclude that management support and leadership can affect the level of job autonomy and job environment of employees. This result concludes that: First, this result suggests that the factors may decrease the level of productivity since general hygiene and motivation were revealed to be factors that affect the job satisfaction and work performance of the ESMO department employees. It also revealed the level of supervision, with a high level of significant agreement from the respondents that they were affected by how the heads or top management led them. That is, prior recommendations about management

became one of the researcher's foci. Recognition and Achievement also reveal a high level of agreement among the respondents. This suggests that employees from the ESMO department experienced a lack of Recognition and Achievement, which is another concern that needs to be sought for prior action. Lastly, the advancement and Growth revealed that one of the factors that needs to be addressed is this. It also revealed that it was also one of the factors that received a high level of agreement that it directly affects the level of work performance. Prior recommendations need to be found for this concern.

RECOMMENDATIONS

The findings of this study contradicted management's belief that employee performance was low because of a motivation and hygiene-related component by demonstrating strong employee performance. Therefore, the researcher looked at the workplace from the employees' perspective to better comprehend it. Given that the results showed high intrinsic motivation ($M=3.91$) and hygiene (4.14), the survey's findings enabled the researcher to build a sound recommendation that contributes significantly to the organization's performance. Prior recommendations are as follows based on the conclusions provided First, an additional budget for the ESMO department would be provided to focus on programs that will solve the barriers to performing the jobs. Second, before authority, Top management should pay attention to both the level of support that executives give their employees and how it is diffused and interpreted in the organizational climate and job environment in which employees work. Supporting information is as follows Employees should be free to create an environment that encourages them to devote their lives to their careers in a way that motivates them. Top management must never forget that the most valuable resource is its workforce. The third HR organizational development entails changes and improvements to the processes and structures under HR's purview. These include performance management, talent management, and employee wellness processes and systems. Lastly, a regular HR training program for managers in leadership should be implemented. Managers should create employee engagement strategies,

and managers should be held responsible, monitored, and ensured that they are constantly concentrating on emotionally engaging their workers. Similarly, training programs help employees gain new skills and information. Because of their boosted confidence, they become more dedicated to their work and concentrate on improving their performance inside the firm.

Entrepreneurial Marketing Dimension and Business Performance of Selected SMEs in Olongapo City

Author: John Angelo Diwa

INTRODUCTION

Entrepreneurial Marketing has been researched a few times in the past. Much research is focused on the significance of entrepreneurial marketing and its dimensions, specifically about small and medium enterprises and their business performance. Entrepreneurial marketing has attracted the attention of numerous academics. Existing studies have found that EM has a positive impact on performance (Becherer, Helms, & McDonald, 2012; Hacıoglu, Eren, Eren, & Celikkan, 2012; Hamali, 2015; Hamali, Suryana, Effendi, & Azis, 2016; Morrish & Deacon, 2012; Mugambi & Karugu, 2017, as cited by Sadiku – Dushi et. al., 2019).

Entrepreneurial Marketing or EM, for the remainder of this paper is characterized as an organizational orientation having seven underlying dimensions, namely, proactiveness, opportunity focus, calculated risk-taking, and innovativeness, customer intensity, resource leveraging, and value creation (Hisrich & Ramadani, 2017; Morris et al., 2002); thus, EM can be seen as a new paradigm that integrates critical aspects of marketing and entrepreneurship into a comprehensive concept where marketing becomes a process used by firms to act entrepreneurially (Sadiku – Dushi et. al., 2019) Entrepreneurial Marketing or EM, for the remainder of this paper is characterized as an organizational orientation having seven underlying dimensions, namely, proactiveness, opportunity focus, calculated risk-taking, and innovativeness, customer intensity, resource leveraging, and value creation (Hisrich & Ramadani, 2017; Morris et al., 2002); thus, EM can be seen as a new paradigm that integrates critical

aspects of marketing and entrepreneurship into a comprehensive concept where marketing becomes a process used by firms to act entrepreneurially (Sadiku – Dushi et. al., 2019)

Two years ago, the world was struck with the Corona Virus pandemic. Sadly, it has been with us until the present. The Business sector was hit drastically. First, mass layoffs and closures had already occurred—just a few weeks into the crisis. Second, the risk of closure was negatively associated with the expected length of the crisis. Moreover, businesses had widely varying beliefs about the duration of COVID-related disruptions. Third, many small businesses are financially fragile. (Bartik, et.al., 2020). These events led the researcher to focus on aspects of the economy and which has been affected severely: the small and medium enterprises.

Small and Medium enterprises are vital in an economy. Small and medium enterprises took over the leading role in the social and economic growth of a country. (Suroso, 2017). In the same manner in the Philippines according to the Department of Trade and Industry (DTI), in 2017 MSMEs accounted for 99.56% of total businesses in the country — nearly 925,000 Filipino enterprises delivering goods and services to customers every working day.

In line with that notion the study chose to focus on Small and Medium Enterprises, which will be stated as SMEs throughout the totality of the paper. The research wants to particularly focus on the business performance of these SMEs. Business Performance is the ability of a company, or an individual to achieve its or their objectives and expected results. The notion of commercial effectiveness thus covers issues of costs, deadlines, and profitability. Since small and medium enterprises have a vital role in our economy, this motivated the researcher to study how the current world situation affects their business performance in line with Entrepreneurial Marketing Dimensions. The study highlights small and medium-sized businesses in the Olongapo City and the Subic Bay Freeport Zone area.

Aside from SMEs business performance the study wanted to also highlight Entrepreneurial Marketing specifically entrepreneurial marketing dimensions. As a concept, entrepreneurial marketing (EM) was introduced in 1982 and several scholars have tried to define it. The term is often

associated with marketing activities in small firms that have limited resources and therefore must rely on creative and unsophisticated tactics. It is also used to describe unplanned, nonlinear, and visionary marketing actions taken by entrepreneurs.

The researcher is convinced in the relationship of Entrepreneurial Marketing Dimensions and that of the business performance of the SMEs. The research wants to specifically study the relationship of an SMEs Business performance and how entrepreneurial marketing dimensions play into its success. Though there are research concerning entrepreneurial marketing dimensions and business performance, it is still few and has not been studied in a context of an ongoing pandemic. The study wants to add to the growing literature for this kind of specialization. The study wants to take a qualitative and quantitative approach not only at the relationship of Entrepreneurial Marketing and SMEs Business performance but also the effects of the pandemic on the relationship of those two factors especially in Olongapo City and the Subic Bay Freeport Zone Area which are part of the local provinces in the Philippines.

The end goal of the study is to create a proposed new entrepreneurial marketing dimension framework that can add to the current framework that is being used by measuring the significant relationship of Entrepreneurial Marketing dimension strategies and business performance of SMEs especially during this time of the pandemic. The study wants to also research on new dimensions by

As the world is crippled with the spread of the pandemic, there is no denying that businesses across the world are knee-deep in an uncertain time with lots of unprecedented events. With extended lockdowns and discoveries of new variants in every minute, the pandemic is gripping the business economy worldwide, specifically these disruptions affect SMEs. In the Philippines, SMEs are defined as any enterprise with 10 to 199 employees and/or assets valued from P3 million to P100 million. SMEs and micro-enterprises combined make up 99.6% of establishments in the country. While large companies have more liquidity, small and medium-sized businesses are constantly under pressure, with tight budgets, all of which are hurting their already minute profits.

Small and Medium Enterprises are the backbone of any economy. According to (Aminata, et.al.2016), in developing countries, small and medium-sized enterprises (hereinafter SMEs) play a particularly key role in economic growth. SMEs provide job opportunities, create wealth, and promote modernization and contribute to technological changes. About 98 percent of all business establishments in the country are classified as SMEs. Moreover, SMEs account for over 50 percent of employment and contribute to more than 28 percent of the value-added in production. The Philippines defines MSMEs according to total assets (not including land) and the number of employees. The asset criterion is a legal definition stipulated in the Small and Medium Enterprise Development Council Resolution No.01 of 2003, where a microenterprise holds assets not more than P3 million, a small enterprise up to P15 million, and a medium-sized enterprise up to P100 million. (OECD,2019). The employment criterion is used by the Philippine Statistics Authority, where a micro-enterprise has fewer than 10 employees, a small enterprise with less than 100 employees, and a medium-sized enterprise with less than 200 employees. (ADB, 2020)

How the Pandemic Affected the SMEs and their Business Performance

Businesses in the country specifically in the city of Olongapo and the Subic Freeport Area were also put on hold in terms of operations and other aspects of the business. The pandemic has brought forth changes in the manner they do business the core objectives of business stay the same, which are profitability and longevity in this regard there is a shift in a "new normal" to survive the pandemic so the methods used in earning profit and longevity had to also change, organizations now are shifting their methods to new ways of doing things.

SMEs have been affected on both the supply side and the demand side of the economy, creating a vicious cycle. On the supply side, illnesses, quarantines, and a lack of childcare have reduced the number of labor resources available to SMEs. At the pandemic's outset, the supply chain was disrupted, causing shortages of raw materials, parts, and goods needed by SMEs to produce their goods or services. Compared to larger enterprises, SMEs often have access to fewer suppliers. If an SMEs were to lose access to a supplier, it could be more difficult to locate a new supplier compared to a larger enterprise. (Hebert, 2021).

Also, according to (Hebert, 2021). spending decreased, resulting in a sudden and drastic decrease in revenue for SMEs. A decrease in revenue can hinder an SME's ability to meet its obligations and incur debt to maintain liquidity. These economic effects have continued for a year, causing further harm to SMEs. As businesses of all sizes continue to experience the effects of low demand, their labor needs will decrease, causing an increase in unemployment. An increase in unemployment could depress demand (and consumer spending) even more, which then impacts SMEs. Last, SMEs are more likely to experience the negative demand that has been associated with social distancing guidelines and fear of contracting COVID-19.

The study opted to focus on the business performance of SMEs. The disruption caused by the pandemic affected their business performance and has affected their financial and non – financial objectives. According to the ADB Report on SMEs in Asia, their survey found that an average of 73.1% of MSMEs was forced to close their business a few weeks after the COVID-19 outbreak and the lockdown measures implemented. This was more pronounced for small firms (76.4%) and those in services (72.7%). They immediately faced delays in the delivery of products and services (average 50.5%, especially for medium-sized firms [71.8%] and agriculture [49.7%]), disrupted supply chains (average 47.3%, especially in medium-sized firms [68.7%] and manufacturing [54.9%]), and a sharp drop in the domestic demand (average 35.2%, especially in small firms [39.1%] and manufacturing [41.8%]). Only 2.3% of MSMEs on average reported no change in the business environment after the outbreak. Meanwhile, some groups of MSMEs (average 9.3%) reported a better business environment than before the pandemic, especially in microenterprises (14.5%) and agriculture (20.7%), due to the increased demand from households and firms for essential goods and services and healthcare.

SMEs Business Performance During the Pandemic

In December 2019, the global health crisis caused by the Coronavirus Disease 2019 (COVID-19) pandemic began in China (Akpan et al., 2020a; CDC, 2020; Huang et al., 2020; Ting et al., 2020), catching the world

unawares and unprepared and causing significant havoc to business activities, with serious adverse effects on small businesses (Akpan et al., 2020b; Humphries et al., 2020).

Small businesses are likely to be severely affected, as they tend to be more concentrated in sectors that have been directly affected by the COVID-19 response measures (e.g., retail and services) and are typically more credit-constrained than larger businesses (Cao & Leung, 2020; Kumar & Francisco, 2005). Importantly, small businesses comprise most companies in the economy and are responsible for a substantial share of employment (Humphries et al., 2020)

The COVID-19 pandemic has affected firms of all sizes, but SMEs can be particularly vulnerable for several reasons. First, they tend to be more prevalent in countries and sectors more affected by the crisis. Second, SMEs are more vulnerable to some of the pandemic's channels of impact than larger firms within the same country and sector. Finally, SMEs can have fewer avenues to respond, which we discuss in the next section. Consequently, SMEs are more 8 percent more likely to have temporarily shut down due to COVID than larger firms, across all countries and sectors. In every country in our sample, SMEs are at least as likely to have shut down as larger firms, and in some cases such as Albania and Togo, they are around 30% more likely to have closed temporarily. The country context is important, with less pronounced differences for higher-income economies – which may in part reflect differences in the characteristics of SMEs across countries and differences in the support packages available. (Adian, et.al., 2020).

SMEs Business Performance During the Pandemic in Olongapo City and the Subic Bay Freeport Zone Area.

Small, local business establishments situated in Olongapo, Zambales, is just one of the many provinces in northern Luzon affected by the COVID - 19 crisis. There are also provinces in Zambales that were immensely affected by the COVID - 19, and these have an overwhelming impact on large businesses revenue worldwide, more so in small locally owned business establishments. Business owners are being compelled to take extreme measures to pursue operations. Thus, many are apprehensive

about their futures. Unemployment has become widespread while the nations smallest businesses are at risk of bankruptcy. During the nationwide Enhanced Community Quarantine (ECQ) imposed by the Duterte administration, all establishments offering services were suspended which led to its temporary rapid closure or even worse, let go of their employees. For instance, establishments renting inside the Ayala Malls Harbor point, Hotels in the Barrio Barretto, Olongapo City, and even schools in nearby Zambales were among those affected the smaller the business, the harder the blow. During the Gradual lifting of the quarantine protocols, the situation briefly changed due to the current pandemic.

Entrepreneurial Marketing and Business Performance

The implementation of marketing concepts and tools has helped entrepreneurs to achieve elevated levels of success in market. Entrepreneurs with innovative characters found that marketing principles and strategies usage are amazingly effective to generate success in entrepreneurship practices (Nwaizugbo and Anukam, 2014; Morris et al., 2002). The success of entrepreneurial marketing implementation in large companies needs to be studied, specifically related to entrepreneurial marketing implementation in micro and small businesses (Nwaizugbo and Anukam, 2014; Morris et al., 2002). Previous research results indicated a mismatch of marketing practices in small and medium enterprises and large companies (Ionita 2012). It may also create differences in the entrepreneurial marketing implementation.

In addition, entrepreneurial marketing capabilities also have a positive effect on business sustainability. This positive effect means that businesses with higher entrepreneurial marketing capabilities will have a higher level of development and business sustainability.

(Kurgun, Bagiran, Ozeren, and Maral ,2011 as cited by Sadiku – Dushi et. Al., 2019) stated in a qualitative study conducted among boutique hotels in Izmir, Turkey have tried to understand are the marketing approaches of boutique hotels consistent with entrepreneurial marketing approaches by. They have conducted semi-structured interviews based on the seven dimensions of EM. They pointed out that entrepreneurial marketing concepts have been adopted and were significant for boutique hotels.

In a different study (Hamali ,2015) has measured the impact of EM on small business performance, specifically to the small garment industry in Bandung City in Indonesia. He performed a study on a sample of 90 participants. After conducting a multiple linear regression, he found that EM dimensions such as proactiveness, resources leveraging, value creation and customer intensity have significant and positive effects on business performance.

In a more recent study by (Mugambi and Karugu, 2017) focused on analyzing the effects of entrepreneurial marketing on the performance of real estate enterprises in the case of Optiven Limited. The objectives of the study were to unveil how strategic orientation, innovation orientation, market orientation, and resources leveraging affect the performance of Optiven as a real estate enterprise in Nairobi, Kenya. The findings of the study revealed a strong relationship between strategic orientation, market orientation, innovation orientation and resource leveraging on the performance of real enterprise a case of Optiven Limited.

The researcher focuses on creating an Entrepreneurial Marketing dimension framework that is updated and is pandemic-friendly of sort so that can help SMEs traverse the disruption brought out by the pandemic. The paper chose to spotlight Entrepreneurial marketing since its focus is on building relationships using as minimal resources as possible, thus being organic. Since these SMEs were hit hard during the onslaught of the pandemic with few to zero resources available or to be procured. The market orientation of SMEs is highly dependent on the marketing knowledge of the entrepreneur or small business owner, who tends to be a generalist rather than have management or marketing skills (Tadesse and Pettersson, 2019).

Creation of a Proposed New Entrepreneurial Marketing Dimension Framework.

Entrepreneurial Marketing (EM) research has progressed rapidly over the last decade due to its effectiveness in highly competitive markets and uncertain conditions. However, the theory development in the EM domain is inadequate yet. (Amjad, et. Al, 2020). Marketing and entrepreneurship influence the fate of small firms around the world – their success, their

growth, and their profitability. Moreover, there are many links between the two concepts. Both are driven and affected by environmental turbulence, and both have a behavioral orientation. Marketing within the small firm can often be viewed as an integral part of managing entrepreneurial activities and the sum of marketing plus entrepreneurship is greater than their parts. (Westerland, 2018)

Theoretical Framework

The theoretical framework used by the research was from Morris, Michael & Schindehutte, Minet & LaForge, and Raymond. (2002). *Entrepreneurial Marketing: A Construct for Integrating Emerging Entrepreneurship and Marketing Perspectives*. *Journal of Marketing Theory & Practice*. 10. 19. 10.1080/10696679.2002.11501922 which was cited from the study of (K.H.M.A.R., K, 2018).

In his research he stated that initially EM evolved as an innovative marketing paradigm that facilitated SME specially to organize their marketing activities to thrive in the market competition. Even though at present the theory of EM was described as a market winning strategy for all the business units in the marketplace without considering its size or any other characteristic.

The Theory focuses on the dimensions of Entrepreneurial Marketing, these dimensions were used by the study as foundation for the study about Entrepreneurial dimensions and business performance for SMEs in Olongapo City and the Freeport area. This framework will be used by the researcher as the basis for creating a tailored entrepreneurial marketing dimensions' framework that is updated and that caters to SMEs specifically SMEs in a city like Olongapo and the Subic Bay Freeport Zone area. According to (Kolongahapitiya K.H.M.A.R., 2018) he quoted Judith, 2012, Kraus, et al., 2010 the first viewpoint analyses EM as a proper marketing concept for start-up enterprises. And the second one describes EM as a concept that has behavioral characteristics of reactiveness, identification, and exploitation of opportunities as cited by (Kolongahapitiya, 2018; from Judith, 2012, Kraus, et al., 2010).

This theory gives strong foundations to the study that Entrepreneurial

Marketing is a tool in creating a framework SMEs can use to gain and retain customers, even in a pandemic. EM is a construct that has the features of innovativeness, risk-taking, unplanned, and non-linear marketing actions. Recently Entrepreneurial Marketing has been described as a philosophy consisting of eight attributes of proactive innovation, opportunity-driven, innovation focus, willingness to change, resource leveraging, risk management, customer intensity, and value. These dimensions will be used to describe and measure marketing strategies used by small and medium enterprises in Olongapo City and Subic Bay Freeport Area before and during the pandemic. The same dimensions were tackled by Morris in his study. According to him the term ‘entrepreneurial marketing’ has been used in many ways, and often loosely. (Tyejee et al. 1983; Hultman 1999; Stokes 2000; Lodish, Morgan and Kallianpur 2001; Kotler 2001). It has been most frequently associated with marketing activities in firms which are small, and resource constrained, and therefore must rely on creative and often unsophisticated marketing tactics that make heavy use of personal networks. Alternatively, the term has been employed to describe the unplanned, non-linear, visionary marketing actions of the entrepreneur.

The proactive identification and exploitation of opportunities for acquiring and retaining profitable customers through innovative approaches to risk management, resource leveraging and value creation.

Research Problems

The current pandemic has disrupted the operations of not only big businesses but also SMEs. Since the pandemic SMEs in Olongapo and the Subic Bay Freeport Zone have halted if not limited their operations and revised measures of cost-cutting resources which led to disruptions in business performance. Since SMEs are the backbone of any economy, it resulted in a dip in growth, especially in Finances for both Olongapo and the Subic Bay Freeport Area. The study aims to uncover the significance of entrepreneurial marketing dimension strategies by SMEs to their business performance. Although there are researches that state that

entrepreneurial marketing is significant, the paper wants to find out the significance of Entrepreneurial Marketing in the context of a pandemic. In line with this notion, the research also wants to qualitatively investigate if there are new dimensions that emerged during the pandemic to create a proposed ‘new’ entrepreneurial marketing dimension framework that is tailored for the city of Olongapo and Subic Bay Freeport Zone and that is applicable in a post-pandemic business environment.

The Following are the specific problem statements:

STATEMENT OF THE PROBLEM

1. What are the different Entrepreneurial Marketing strategies that the SMEs in Olongapo City and Subic Bay Freeport Zone in line with the Entrepreneurial Marketing Dimensions implementing such as.
 - Proactiveness
 - Calculated risk – taking
 - Innovativeness
 - Opportunity Focus
 - Resource leveraging
 - Customer intensity
 - Value creation
2. Is there any significant difference in Entrepreneurial Marketing Dimension implemented before and during the pandemic?
3. What is the current business performance level in terms of the SMEs in terms of:
 - Growth
 - Efficiency
 - Profit
 - Reputation
 - Owner's persona; goals
4. How do these EM dimension strategies affect performance of the SMESs in Olongapo City and the Subic Bay freeport Zone in terms of:
 - Growth
 - Efficiency

- Profit
 - Reputation
 - Owner's personal goals
5. Is there any significant difference in the business performance of SMEs in Olongapo City and the Subic Freeport Zone during the pandemic?
 6. Is there a meaningful relationship between Entrepreneurial Marketing Dimension strategies and the SMEs business performance?
 7. Based on interviews and observations, what other elements presented themselves during the pandemic that can be added to the current entrepreneurial marketing dimensions?
 8. Based on the findings what updated Entrepreneurial Marketing Dimension can be proposed that is applicable in a post-pandemic era can be created?

Hypothesis

H01. There is no significant difference in the Entrepreneurial Marketing Dimension implemented before and during the pandemic.

H02 There is no significant difference in the business performance of SMEs in Olongapo City and the Subic Freeport Zone before and during the pandemic.

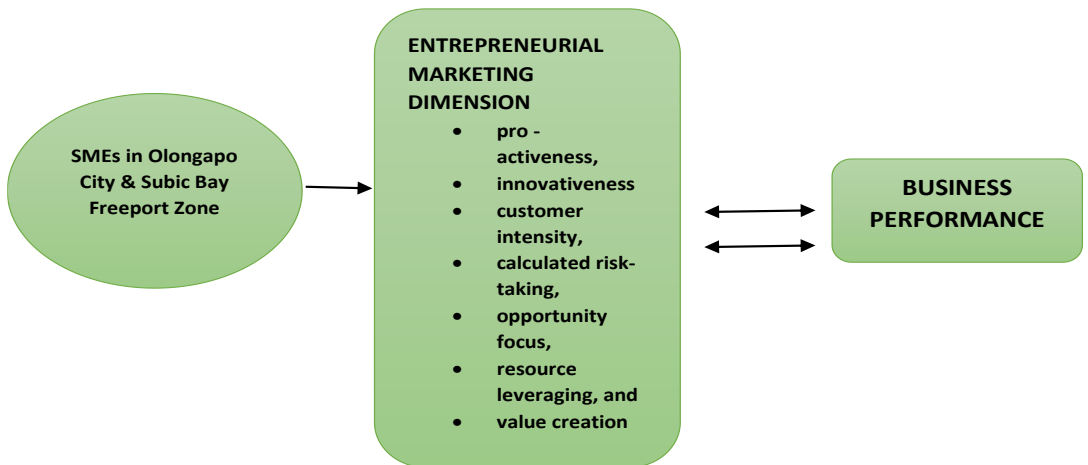
H03 There is no meaningful relationship between Entrepreneurial Marketing Dimension strategies and the SMEs business performance in terms of Growth, Efficiency, Profit, Reputation, and Owner's personal goals.

The Conceptual Framework

The conceptual framework depicts the process that the research will undergo. The figure shows that the respondents of the study are the SMEs in Olongapo City and Subic Bay Freeport Zone. The study will be conducting a mixed method of research. The first part deals with the collection of data with the help of interviews with guide questions and survey questionnaires. The research will gather data on the relationship between entrepreneurial marketing dimension strategies and SME's

business performance. The structured questionnaires will assess the relationship of Entrepreneurial Marketing dimensions to business performance and if other elements emerged through the course of the pandemic how often did it occur and how did this affect their business performance. The study will be interviewing and floating questionnaires to SME owners. Entrepreneurial Marketing strategies information will be measured in terms of proactiveness, innovativeness, customer intensity, calculated risk-taking, opportunity focus, resource leveraging, and value creation. The study will use these data to build a tailored Entrepreneurial Marketing Framework for the SMEs in Olongapo City and Subic Bay Freeport Zone.

Figure 2.2
Conceptual Framework



RESEARCH METHODOLOGY

This chapter presents the research method utilized, the respondents of the

study, the construction and validation of the instruments, data gathering procedures, and treatment of data.

Research Design

The study uses a descriptive correlational research design. The researcher opted to use descriptive design to help describe the general phenomenon surrounding the chosen topic. Descriptive correlational studies describe the variables and the relationships that occur naturally between and among them.

The study wants to identify the significant relationship between Entrepreneurial marketing dimensions and SME business performance in the context of a pandemic and if interviews and observation can add to the seven dimensions proposed by (Morris et. al, as cited by Sadiku -Nushi et al., 2019 and by Shuremo, et. al., 2021)

For qualitative data, the researcher will focus on methods like observations and interviews. In line with observations, the researcher would include recording what the researcher has seen, heard, or experienced since the researcher will directly talk to the respondents and their location. In relation to that in line with interviews, the researcher would go to the owners of SMEs asking people questions in one-on-one conversations.

For quantitative data, the researcher will use Pearson's correlation and regression analysis. To measure the significant relationship between entrepreneurial marketing dimensions and business performance correlation analysis was used. Pearson's correlation was implemented for this study. Regression analysis was also used to gain more understanding on the impact of the variables on each other, for this study it is entrepreneurial marketing dimensions and business performance.

Subjects and Study Sites

The study will focus on the total number of SMEs in Olongapo City and the Subic Bay Freeport Area. There are 458 SMEs in the city of Olongapo and Subic Bay Freeport Zone. The sample size is 209 SMEs computed with a 5% margin of error and confidence level of 95%. The research will also get 50 customers from each of the SMEs to be part of the study.

Research Instruments

To get the appropriate data needed, the researcher will conduct a structured

set of questionnaires and interview guide questions. The survey questionnaires are also divided into entrepreneurial marketing and business performance. The questionnaire will measure the relationship of entrepreneurial marketing and the business performance of SMEs. The researcher will also interview owners of the SMEs using structured interview guide questions to foster the gathering of vital data and information the study needs. For the validity of questionnaires, the researcher will run it through professional researcher colleagues in the academy. The researcher will also be conducting pilot testing. The pilot test is used as a validity testing for the instruments used in the study. The proponent will run a pilot test among 20 SME owners that are not part of the target respondents at least and will be using Cronbach Alpha for validity that should yield a Cronbach alpha value higher than 0.6. The pilot testing will follow the following values for interpretation:

Data Gathering Procedure

The present chapter shows the procedure followed in gathering all necessary data for the creation of a tailored Entrepreneurial Marketing Framework for the SMEs in Olongapo City and the Subic Bay Freeport Zone. The researcher gathered the list of all SMEs in Olongapo City and the Subic Bay Freeport Zone from their respective Business Permit and Licensing Offices.

The researcher will go personally to the vicinity of the business and converse with owners of SMEs to conduct interview with interview guide questions and let them answer structured survey questionnaires to extract needed data. The researcher will conduct a pre-pilot testing, a pilot testing, and a main study floating of questionnaires. After pilot testing and ensuring the validity of questionnaires, the study researcher will undergo final floating of questionnaires and interview.

Ethical Considerations

For the gathering of data, the researcher intends to show the exact result of the interviews, questionnaires, and assessment results. The researcher will also produce informed consent. This, according to the researcher, builds confidence between the responders and the person conducting the

survey. It also lowers the risk to respondents and researchers. The information gathered from the survey will be kept private and used only for the study. There will be no sharing of information with other people or organizations.

Statistical Treatment

The structured survey questionnaires and interview guide questions were derived from metrics adopted from previous studies. In terms of the survey questionnaire, to gather pertinent data, the study used a Likert Scale test which consists of Strongly Agree, Agree, Neither Agree or Disagree, Disagree, and Strongly Disagree.

To determine the consistency of the independent variable which in this case are the seven entrepreneurial dimensions and the dependent variable which is the SMEs business performance they will undergo reliability of scales testing through Cronbach Alpha.

To find out if there is any significant relationship between entrepreneurial marketing dimensions and business experience the researcher used Pearson's Correlation or Pearson's R. The Pearson correlation and to measure the impact of dependent variables to independent variables the study will also incorporate regression analysis.

Regression analysis was used to measure the impact of the independent variables to the dependent variables. In line with the study of Shuremo, 2021; Sadiku – Dushi et. al., 2019; Becherer, 2012) the regression analysis relationship would be:

SMEs Business Performance = α (Entrepreneurial Marketing Dimensions)

$$\text{SMEBP} = f + \beta_1(\text{PRO})_{it} + \beta_2(\text{CRT})_{it} + \beta_3(\text{RTO})_{it} + \beta_4(\text{INO})_{it} + \beta_5(\text{OPF})_{it} + \beta_6(\text{RSL})_{it} + \beta_7(\text{CSI})_{it} + \epsilon_{it}$$

Where:

SMEBP = small and medium-enterprise performance (dependent variable).

α is a constant term;

$\beta_1 - \beta_7$ = coefficients for the respective explanatory variables.

Proactiveness = PRO; Calculated risk – taking = CRT; Innovativeness =
INO; Opportunity Focus = OPF; Resource leveraging = RSL; Customer
intensity = CSI; Value creation = VCR

ε = error term

