



Competence of the Bachelor of Arts in English Language Graduates of ISPSC-TAGUDIN Campus

*Rhoda Concepcion O. Villamor*¹, Delia R. Casilan²*

¹Graduate School, Ilocos Sur Polytechnic State College, Philippines

²Faculty, Graduate School, Ilocos Sur Polytechnic State College, Philippines

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ABSTRACT

The study was conducted to determine the competence skills of the BAEL graduates of ISPSC from Academic Year 2014 to 2019. The descriptive-evaluative design was used in this study, and data were acquired from the results of the retrieved questionnaires from the total enumeration of 50 respondents. The salient findings: Indicators of the academic environment and study conditions on participation in class discussion had a very satisfactory rating (3.98). Indicators such as participation in extracurricular activities and involvement in student groups received satisfactory rating (3.40). These indicate highly satisfactory grade (3.90) for the level of higher education delivery system coupled with curriculum. Graduates of the BAEL described the grading system as satisfactory (3.81) which is a respectable assessment. The Graduates' evaluation of the indicators of the teaching and learning process, described as very good (3.91). It indicates that the level of higher education delivery system and facilities received a good rating (3.55). It demonstrates that along with adaptability, it was determined as high (3.52) and moderate (3.47) on recognizing alternative routes in achieving target. Functional skills indicate a moderate overall mean (3.72). However, is a moderate rating for adaptation skills. The overall mean was described as moderate. According to the data, adaptability, human, functional, ICT, time management, leadership, and competence level skills showed satisfactory rating. There was a significant relationship between the level of satisfaction and the competence level of BAEL Graduates. Adaptability, human, functional, ICT, time management, leadership, and competence level skills showed satisfactory rating. There is a significant relationship between the level of higher education delivery system and the competence level of BAEL Graduates. The following conclusions are drawn: The respondents were able to lead their team and work because they manage their time. They are capable of doing duties on schedule and modifying their behavior to the situation at hand. The information showed that ISPSC's delivery method is superb, with the best and most satisfied evaluations for teaching and learning, as well as motivated graduates. The delivery system on facilities provided them with the best support possible, particularly when it comes to library services where they could acquire books to aid in their academic pursuits. There is a significant relationship between the level of satisfaction and the competence level on the aforementioned dimensions. There is a relationship between the level of higher education delivery system and the competence level along the aforementioned dimensions. Graduates' skill levels were high along functional and time management, and moderate for adaptability, human skills, ICT skills, and leadership skills.

Keywords: Academic environment and study conditions; Employability; Higher education delivery system; competence skill

Introduction

The Tracer study was seen as valuable for improving the learning process, gauging the market (satisfaction, demand), and developing alumni networks. It is great that we can adjust curriculum based on feedback from graduates (what skills they think are helpful in their jobs and what they need but are not being taught in college) and stakeholders. The issue arises when we rely solely on market labor to determine what individuals require. "It is important to remember that market labor is created by industry, and industry rules are determined by capitalist power, so what people genuinely need is not usually the same." The availability and quality of graduates are included in the alumni database. It is usually beneficial to know where grads live and work. It is assumed that this type of graduate mapping was in the hands of the government. It will be disastrous if the government loses sight of the mapping of expertise we require and those we already have. Level of Higher education delivery system Higher education delivery system is established knowledge that the general educational achievement of a country's inhabitants determines its economic growth level. It is one thing to have a good education, but it is another to have the proper work preparedness. It is critical that students be given tools to improve their ability to think, learn, and communicate (Harvery, 2006); knowledge and skills do have an impact on a student's potential to succeed in the labor market. The quality and relevance of what the students learned are necessary for acceptance into the labor market, nor necessarily the degrees earned or the number of years spend at school (UNESCO, 2005). Competence Level The ability of a person to adjust his activities, direction, or method to doing things in order to suit a new scenario is referred to as adaptability as a skill. It entails the ability to make modifications to a course of action in a seamless and timely manner, with no substantial setbacks. Adaptability is more than just the ability to change something or adapt to a situation. It entails the ability to make modifications to a course of action in a seamless and timely manner, with no substantial setbacks. Because the world is continuously changing, we are continually adjusting habits. When a market commodity is in short supply, we shift our demand to alternative commodities. That exemplifies adaptability. It is all too easy to overlook the

importance of adaptation. It is, nonetheless, one of the most important abilities or factors that keeps many international corporations afloat. It is also why some professional connoisseurs never go out of style. Their services are always in high demand. Adaptability is a skill that comes naturally to most people. It may also be developed and mastered. Be willing to learn new things. Observation alone is insufficient. If observations indicate that there is a need to learn something new, do not be hesitant to do so. Employers increasingly view functional skills as essential elements of apprenticeship programs and helpful stand-alone credentials. Time management abilities are essential to complete everything that is needed. Time management is the art of using one's time effectively and efficiently. The best way to consider about time management is probably as more than just a combination of setting priorities for tasks and performing them as effectively as possible. Those who are skilled at setting priorities and handling their time. However, they are better at prioritizing tasks and deciding what must be done first before ignoring the rest. With effective time management, one can work more efficiently rather than more laboriously. It prevents procrastination by making sure one comprehend the tasks on the to-do list and when they must be completed. Some of the most in-demand soft talents include leadership qualities. Whether they are team captains, project managers, or corporate executives, all professionals who hold leadership positions need to be strong leaders. It should go without saying that people look to leaders to be outstanding communicators. The goals of this research are to improve the learning process, assess the market in terms of satisfaction and demand, and develop an alumni network. Stakeholders and the competencies that they believe are useful in their workplace but are not taught in college. Every year, the number of graduates grows exponentially. It is concerning because, once the new class graduates, there will be no opportunities available for them. The expansion of substandard education and training institutions, which are characterized by weak curricula, insufficient teacher training, and low investment in education, as well as their unequal distribution throughout the country, exacerbates these issues. The unemployment rate in the Philippines is calculated as the number of people actively looking for work as a percentage of the labor force. Another element contributing to the problem is the industry's inclination to be selective/very precise in their hiring methods, which limits most graduates' opportunities to obtain better, higher-paying jobs. Companies also have preferences for the school where applicants graduated, age requirements, and experience. Furthermore, even if the aforementioned preferential requirements are met, prospective employers are looking for minimum levels of competencies/proficiencies, as well as good communication skills, which most graduates lack. This is referred to as a skills deficiency, and it is the result of bad education curricula (Cruz, 2003). Part of the issue is the attitude of potential employees toward their jobs. It is common for graduates to go straight to graduate school after finishing their courses and not look for work since they believe there is none available. This protracted delay also indicates that prospective workers have a longer or greater labor force commitment, making them a clear candidate for exclusion from the pool of educated jobless. One of the most serious issues in the Philippines is unemployment. It is a huge blunder to live a happy life because if individuals cannot find work, they will not be able to fund their basic necessities, such as education, which will lead to hunger, crime, and finally poverty. Meanwhile, the education and training sector continues to produce a steady stream of graduates in a variety of fields. There is an increasing tendency of graduates from Bachelor of Arts and associated subjects, Education and Teacher Training, Engineering, Medical and allied fields, and mathematics and computer technology in the professional category alone. Our economy has inability to generate enough employment, and it is a mismatch, a mismatch in the education and training outputs. Part of the problem is the attitude of potential workers toward jobs. It is common for graduates to go straight to graduate school after finishing their courses and not look for work since they believe there is none available. This protracted delay also means that prospective employees have a longer or greater labor force attachment, making them a clear candidate for inclusion in the pool of educated jobless. All of the preceding will guide the researcher in the development of this study's concept. It will serve as a springboard for ISPSC-Tagudin Campus in developing a program or reorganization.

Research Design

The study employed the descriptive evaluative design. Descriptive method because it examines systematically all the existing conditions; and it also attempts to analyze, interpret, and report the present status of the graduates. Likewise, numerical data may include a study of the factors or current conditions about the nature of group of person or class, events for the purpose the of induction, analysis, and enumeration of measurement. The 50 (fifty) Graduates of the BAEL program from AY 2014-2019 were considered as respondents of this study and data is presented hereunder. A total enumeration is made in such a way that all the graduates were given the survey questionnaire and were considered as respondents.

RESULT AND DISCUSSION

Indicators	Mean	DER
a. I Participated in class discussion	3.98	VS
b. I joined study groups	3.80	VS
c. I participated in extra-curricular activities	3.40	S
d. I was involved in student organizations	3.04	S
e. I developed close personal relations with other ISPSC	3.68	VS
f. Students at ISPSC were friendly and helpful	3.98	VS
g. College officials are friendly and helpful	3.78	VS
h. Faculty members were friendly and helpful	3.94	VS
i. Office clerks and other non-teaching staff were friendly and helpful	3.90	VS
j. Faculty members have consultation hours for us to talk about problems and concerns over my class works.	3.80	VS
k. The campus was secured and peaceful	3.68	VS
Over-all Mean	3.73	VS

Table 1 displays a very satisfactory rating 3.98 frequency on the indicators on the academic environment and study conditions on participation in class discussion, and students at ISPSC were friendly and helpful respectively. On the other hand, a very satisfactory or frequency of 3.94 rated on faculty members were helpful and friendly, and other indicators were rated satisfactory 3.40, 3.04 frequency on the participation in extra curriculum and involvement in student organizations. BAEL graduates rarely devote their time in participating in student clubs or forming close personal bonds with other ISPSC students. The report also shows that they only have a limited amount of time to meet with their lecturers for consultation hours. This data indicates that the graduates spent more time in class discussing and learning. This aided the graduates in improving their qualifications and finding work.

Level of higher education delivery system along curriculum

Indicators	Mean	DER
1. Balance between theoretical and practical applications	4.00	VS
2. Students are prepared for real world working condition	3.96	VS
3. Develop of knowledge and skills applicable to a center	3.74	VS
Sub-Mean	3.90	VS

Table 2 demonstrates a satisfactory rating on the indicator on the balance between theoretical and practical applications with a mean of 4.00 while a satisfactory with a mean of 3.74 on the development of knowledge and skill applicable to center. The level of higher education delivery system along curriculum with a sub mean of 3.90 showing a very satisfactory rating. The study of Steinberger & Wagner (2015), distinguishes more simply among three intelligences; the academic-problem solving; the practical intelligence; and creative intelligence; all these three have peculiar influence to performance. Success in study does not depend on ability and hard work but also on effective methods of study.

Level of higher education delivery system along grading system

Indicators	Mean	DER
1. Giving grades is transparent and fair	3.78	VS
2. Rating schemes for examinations, assignments, quizzes, projects and other academic outputs are standardized	3.88	VS
3. Report of grades is submitted on time	3.78	VS
Sub-Mean	3.81	VS

Table 3 shows that Graduates describe the grading system in the Bachelor of Arts and Sciences in English Language as satisfactory with a mean of 3.88 and a satisfactory rating scheme for examinations, assignments, quizzes, projects and other academic outputs are standardized while a mean 3.78 for Report of grades is submitted on time and giving grades is transparent and fair respectively. The sub mean level of higher education delivery system along grading system is 3.81 or a satisfactory rating. This means that the college has an objective grading system in place that assesses the students' learning and development. This not only demonstrates that faculty members are doing their jobs, but it also serves as a means of educating students about objectivity and other attributes that will benefit them in their future careers. Jacobs and Chase 1992, describe the following ways to use an anchor: If instructors have taught a class several times and have used the same or an equivalent exam, then the distribution of test scores accumulated over many classes can serve as the anchor. The present class is compared with this cumulative distribution to judge the ability level of the group and the appropriate allocation of grades. Anchoring also works well in multi-section courses where the same text, same syllabus, and same examinations are used. The common examination can be used to reveal whether and how the class groups differ in achievement and the grade in the individual sections can be adjusted accordingly. If an instructor is teaching a class for the first time and has no other scores for comparison, a relevant and well-constructed teacher-made pretest may be used as an anchor.

Level of higher education delivery system along with teaching and learning

Indicators	Mean	DER
1. Faculty Members encouraged interaction among students	3.94	VS
2. Are innovative and creative in teaching	3.82	VS
3. Relate their teaching to current practice	3.90	VS
4. Are academically prepared and qualified to teach the subjects assigned to them	3.74	VS
5. Are available during consultation hours for academic advising	3.76	VS
6. Are perceptive even outside tutorial hours	3.92	VS
7. Developed my ability as a team member	3.96	VS
8. Motivated me to do my best in work	4.04	VS
9. Sharpened my analytical skills	4.00	VS
10. Developed my confidence to investigate new ideas	3.96	VS
11. Developed my problem solving skills	3.98	VS
12. Stimulated my enthusiasm for further learning	3.92	VS
13. Improved my skills in written communication	3.92	VS

14. Helped me develop the ability to plan my own work	3.92	VS
Sub-Mean	3.91	VS

The table reveals that as evidenced by the results of the Graduates' evaluation of the indicators of the teaching and learning process with a mean of 3.91 described as very satisfactory. This means that majority of the faculty met or exceeded the students' expectations. This is because the years covered were when the college was working on accreditation for various programs and other activities. This discovery necessitates a revision of faculty workload to allow for additional time for academic interaction. The study of Mubuke, (2017). Which suggested that training institutions should engage their graduates in enhancing learning by utilizing the information they give in formulating appropriate policies that positively influence their programs. Gines (2015), supports this perspective in that he recognized the need to intensify the curriculum's adequacy, quality, and relevance of pre-service training in relation to the competencies demanded in the market both locally and internationally.

Level of higher education delivery system along facilities

Indicators	Mean	DER
Library holdings and services	3.94	VS
Laboratory rooms	3.66	VS
Laboratory tools and equipment	3.64	VS
ICT facilities	3.66	VS
Lecture rooms and function rooms	3.62	VS
Cafeteria/canteen	3.56	VS
Parking space	3.50	VS
WIFI station	3.28	S
Dormitories	3.32	S
Sports and recreational activities	3.54	VS
Toilets and comfort rooms	3.38	S
Spiritual areas	3.58	VS
Shed/covered walks connecting buildings	3.40	S
School bus/ vehicles	3.74	VS
Student centers/ tambayan	3.48	VS
Sub-Mean	3.55	VS

Table 5 reveals that according to the survey's results and evaluation, a mean of 3.94 satisfactory rating on Library holdings and services and a mean of 3.74 on school bus/vehicles. While on the other hand a rating of 3.28 on WIFI station for the students to be the lowest. The sub mean shows a total of 3.55 a satisfactory rating on the Level of higher education delivery system along facilities. Alves and Raposo (2009) developed a satisfaction construct using seven variables which include: programme effectiveness, quality of lecturers and teaching, student learning, assessment and feedback, learning resources, use of technology and facilities/quality of social life. They found that the most important aspects of a university's service offerings were associated with the core service, i.e., the lecture, including the attainment of knowledge, class notes and materials and classroom delivery.

Level of competence along adaptability skills

Indicators	Mean	DER
1.He/She recognize alternate route in mastering objective	3.47	Mo
2. He/She takes reasonable job-related risks	3.38	Mo
3. He/She is able to adapt to different situations	3.14	Mo
4. He/She prefer taking up up new challenges and responsibilities	3.38	Mo
5. He/She adopts to situations of change	3.52	H
6. He/She accepts challenging assignments	3.36	Mo
7. He/She is able to adapt to different situations	2.56	F
8. He/She is able to identify and suggest alternative ways to achieve goals and get the job done	2.58	F
9. He/She initiates change to enhance productivity	2.16	F
Sub-Mean	3.06	Mo

The table shows that along adaptability a mean of 3.52 derived as high on how they adapt change and a mean of 3.47 derived as moderate on how He/She recognize alternate route in mastering objective respectively. On the other hand a mean of 2.56 on how He/She is able to adapt to different situations. It implies that the respondents can adapt changes and accepts challenges. Ramirez (2017), research is in agreement with this viewpoint and emphasizes the importance of reviewing and upgrading their university's curricular offerings to ensure the provision of more skill/competency development programs, particularly for communication, critical thinking, information technology, human relations, and problem-solving skills.

Level of competence along human skills

Indicators	Mean	DER
1.He/She enjoys the give and take policy of working group	3.14	Mo
2. He/She is willing to follow the norms and standards of the group	3.12	Mo
3. He/She enjoys working a part of a team	3.18	Mo
4. He/She gets along easily with people	3.24	Mo
5. He/She works cooperatively with others	3.20	Mo
6. He/She places team goals ahead of own goals	3.18	Mo
7. He/She cooperates with fellow workers	2.96	Mo
8. He/She is able to listen to other people's opinions	3.12	Mo
9. He/She empathizes with others	3.08	Mo
10. He/She communicate well with others	3.96	H
Sub-Mean	3.22	Mo

The table shows a mean of 3.96 or derived to be high on how he/she communicate well with others, along with on how He/She gets along easily with people with a mean of 3.24 derived to be moderate respectively. It shows that graduates adaptability to learning is good and they can face challenges.

Level of competence along functional skills

The table reveals that functional skills along with ability they make effective presentation with a mean of 4.32 along with the ability to put up a good and designed arguments to persuade others with a mean of 4.24 derived to be high respectively. A mean of 3.32 which is moderate on how he/she can create documents such as letters, deviations, reports, graphs, and flowcharts in English. It implies that they can write and communicate their views in a way that others can comprehend. They can express themselves and their ideas in English. They are willing to listen and ask questions in order to the comprehend instructions, thoughts, and perspectives of others, such as writing work in English such as letters, deviations, reports, graphs, and flowcharts. It suggests that communication is the means by which we communicate our thoughts to others.

Indicators	Mean	DER
1. He/She has no problem in speaking to others	3.36	Mo
2. He/She is able to communicate with colleagues in English	3.40	Mo
3. He/She speaks and writes clearly so that others can understand	3.44	H
4. He/She listens and asks questions in order to understand instructions and views of others	3.40	Mo
5. He/She can create documents such as letters, deviations , reports, graphs and flowcharts in English	3.32	Mo
6. He/She makes effective presentations	4.32	VH
7. He/She is able to put up a good and designed arguments to persuade others	4.26	H
8. He/She is able to express ideas verbally to groups	4.26	VH
Sub-Mean	3.72	H

Level of competence along ICT skills

The table shows that ICT skills refer to today's in-demand technologies. A mean of 3.44 the highest and 3.08 as derived to moderate using the web. The table depicts their understanding on how to use various applications to make their work easier and more presentable.

Indicators	Mean	DER
1. He/She has knowledge using the web	3.08	Mo
2. He/She has knowledge using email	3.22	Mo
3. He/She has knowledge using excel	3.44	H
4.He/She has knowledge using power point presentation	3.36	Mo
Sub-Mean	3.28	Mo

Level of competence along time management skills

Indicators	Mean	DER
1. He/She allocates time efficiently	2.10	F
2. He/She is able to meet deadlines	3.22	Mo
3. He/She is able to arrive to work on time	3.54	H
4. He/She completes work in a thorough manner	3.30	Mo
5. He/She is able to meet identified standard when performing a job	3.28	Mo
6. He/She usually sets priorities	3.78	H
7.He/She uses time and materials to the best advantages of the company	3.70	H
Sub-Mean	3.42	H

The table shows that they are conscious of the value of time, as evidenced by their employability skill in time management. The table reveals arriving to work on time being the highest with a mean of 3.54 and 2.10 as fair on allocated time. It implies that they are aware of their priorities. They make the greatest use of time and resources to benefit the organization, arriving on time for work to meet deadlines. When doing their jobs, they must adhere to a set of standards in order to meet deadlines and allocate time efficiently. It shows a high level of competence with sub mean of 3.42.

Level of competence along with leadership skills

Indicators	Mean	DER
1. He/She give direction and guidance	3.16	Mo
2. He/She has the ability to lead people	3.56	H
3. He/She is able to delegate work to peers	3.42	H
4. He/She is able to motivate others for a common goal	2.98	Mo
5. He/She is willing to take ownership and responsibility for the job	3.36	Mo
Sub-Mean	3.3.	Mo

The table reveals a mean of 3.56 to be high on the ability to lead people along with being able to delegate work to peers with a mean of 3.42 and high in derivation. While a mean of 2.98 on motivation of others for a common goal. It implies that leadership is crucial. It is necessary to know how to lead a group. The table demonstrates that they have the ability to lead. They have the ability to lead a group and are eager to accept ownership and responsibility for the task at hand. Capable of delegating their assigned duty to their team. Considering leadership and direction to get the team to work together in harmony for the sake of others in order to motivate them to achieve their collective goal.

Relationship between the level of satisfaction and the competence level of BAEL Graduates

Skills	r-value	r-prob	Interpretation	Decision
Adaptability	.564**	.000	S	Reject Ho
Human	.439**	.001	S	Reject Ho
Functional	.330*	.019	S	Reject Ho
ICT	.156	.278	S	Reject Ho
Time Management	.386**	.006	S	Reject Ho
Leadership	.305*	.031	S	Reject Ho
Competence Level	.426**	.002	S	Reject Ho

The table shows that the level of satisfaction and the competence level of BAEL Graduates through acquired skills from the program a satisfactory interpretation. Rejecting the hypothesis. Therefore, there is a significant relationship between the level of satisfaction and the competence level of BAEL graduates.

Relationship between the level of higher education delivery system and the competence level of BAEL Graduates

Skills	r-value	r-prob	Interpretation	Decision
Adaptability	.797**	.000	S	Reject Ho
Human	.603**	.000	S	Reject Ho
Functional	.624**	.000	S	Reject Ho
ICT	.481**	.000	S	Reject Ho
Time Management	.727**	.000	S	Reject Ho
Leadership	.585**	.000	S	Reject Ho
Competence Level	.771**	.000	S	Reject Ho

The table shows that the relationship between the level of higher education delivery system and competence level of BAEL Graduates shows a satisfactory interpretation. Rejecting the hypothesis. Therefore, there is a significant relationship between the level of higher education delivery system and the competence along the dimensions. Field study and subject or of specialty, according to Kinami (2005), are two elements that determine employability. Thus, improved, efficient, and flexible course programs that caters the needs of students and future employees is an essential foundation for the success of students. In addition, providing a sustainable and conducive learning environment for students' continuous professional development can make a substantial contribution to assuring the quality of graduates. Furthermore, BAEL graduates were satisfied with the skills they acquired through the program and were deemed to be competitive in their respective fields.

Conclusions and Recommendations

Based on the above results, the following conclusions were formulated: 1. Graduates were given adequate learning spaces to work in and were given a conducive learning environment inside the school. 2. The data revealed that ISPSC's delivery system is excellent, with the highest and most satisfied ratings for teaching and learning, as well as motivated graduates. They received the greatest possible service from the delivery system on facilities,

especially when it came to library services, where they could access books to help them study. Graduates are fortunate to have these resources to help them overcome academic. From the above conclusions, the following recommendations are advanced: 1. The College of Arts and Sciences should come up with a strategy to invite more enrollees for the English Language course. More facilities that will enhance their competency skills specially the communication skills which will be their asset in finding a job. 2. Graduates should be steered to a workplace that is convenient for them, such as one that is close to their home. The school should provide assistance to graduates in the form of a job list so that they can choose where to work. 3. They should be given a location to do their speech activities in addition to the learning spaces they were given. An upgraded speech lab and conference room for language assimilation is proposed. By exposing the graduates to languages and voice communication, they would become more competitive. 4. The teaching and learning are good; nevertheless, they should be consistent and enhanced by the use of technology to attract more students to the course. Given the ability to search for resources, it is far preferable to supplement and have additional books for reference, such as literature from the twentieth century, in order to grasp new educational horizons. 5. Teaching and learning should include competency and performance abilities. These abilities will provide graduates an advantage in their chosen career or job. To enhance these skills, they should be given trainings, seminars or even on the job training to experience the real world and to prepare them face the challenging world of the industry. Eligibility for graduates to be able to compete with their peers and have more chance of promotion and benefits. 6. Curriculum review is to be undertaken for the BAEL program.

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