



THE SCHOLASTICAN JOURNAL



St. Scholastica's College Manila

VOLUME IV | 2016

The Scholastican Journal

VOLUME IV | 2016

CONTRIBUTORS

Michael G. Antonio

Marina Gonzaga-Merida

Noel Christian A. Moratilla

Lucris Carina Agnir-Paraan

Faye G. Rafael

Irish C. Sioson

Amelia C. Tuble

John Christian C. Valeroso

Copyright 2016

All rights reserved.

No part of this book may be used or reproduced by any means graphic, electronic, or mechanical, including photocopying, recording, taping, or by any information storage retrieval system without the written permission of the publisher, except in the case of brief quotations embodied in critical articles and reviews.

ISSN 2244-0585

**INSTITUTIONAL RESEARCH AND
ACADEMIC DEVELOPMENT OFFICE**

Marcelino M. Macapinlac, Jr.
DIRECTOR

Elisa Bernadette E. Limson
ASSISTANT DIRECTOR

Cielito S. Borja
IRAD OFFICE STAFF

<http://ssc.edu.ph/ssc-community/offices/irad/>
phone: (632) 567-7686 locals 290, 291, 202

EDITORIAL BOARD

Noel Christian A. Moratilla
EDITOR-IN-CHIEF

Bethel Ann C. Batallones
ASSOCIATE EDITOR

Marcelino M. Macapinlac, Jr.
MANAGING EDITOR

Lucris Carina Agnir-Paraan
COPY EDITOR / PROOFREADER

Cover Design by:
Roland V. Saldivar

Cover Photo by:
Elisa Bernadette E. Limson

Printed by:
Ample Printing Press

Table of Contents

Reconfiguring Microfinance through Innovation	1
MICHAEL G. ANTONIO	
Strengthening the Collaboration between the Home and School in Kaisahan ng Magulang at Anak na May Kapansanan (KAISAKA), Inc. Malate, Manila	25
MARINA GONZAGA-MERIDA	
Aestheticism as the ‘Moral’: Resolving the Paradox of Wilde’s Art in his Fairy Tales	49
LUCRIS CARINA AGNIR-PARAAN	
Filipinos in Flight Fighting Plight’’: Metaphorical Self-Perception, Presentation, and Preservation of Identities in Overseas Filipino Worker Poetry	65
IRISH C. SIOSON	
A Competency Model for Entry-Level Hotel Practitioners	87
AMELIA C. TUBLE	
Reaching Out to the Unreached: A Qualitative Assessment of the Quality Aspect of the Project Applied Academic for Excellence (APEX)	121
JOHN CHRISTIAN C. VALEROSO	
BOOK REVIEW	
Youth in Revolt: Reclaiming a Democratic Future by Henry A. Giroux for Excellence(APEX)	141
NOEL CHRISTIAN A. MORATILLA	
Prosperity & Violence: The Political Economy of Development by Robert H. Bates	146
FAYE G. RAFAEL	

Board of Reviewers

Ma. Lourdes Balatbat, Ph.D.

De la Salle University - Manila

Rosario M. Belmi, MA

Philippine Normal University

Antonio P. Contreras, Ph.D.

De la Salle University - Manila

+ Mary Ann M. Covarrubias, Ed.D.

St. Mary of the Woods - Makati

Jennie Jocson, Ph.D.

Philippine Normal University

Ma. Concepcion Rapisora- Lagos, MA

University of Asia and the Pacific

Jonna A. Marie Lim, MA

St. Scholastica's College - Manila

Ferdinand M. Lopez, MA

University of Santo Tomas

Joanne Miranda, Ph.D.

Southville International School & Colleges

Ruben Nayve, Jr., Ph.D.

INTI International University - Malaysia

Annette Soriano, MA

Ateneo de Manila University

On Elections and Democratizing Academic Discourse: A Word from the Editor

This issue of *The Scholastican Journal* comes out at a time when the country finds itself in the thick of frenzy over a vicious political exercise. While ideally a democratic praxis, election has been reduced to an ignoble game of musical chairs, with traditional players pouncing on each other, at times resorting to black propaganda (alas! the pot calling the kettle black) or, worse, the physical elimination of opponents if only to ensure electoral victory.

Traditional electoral politics is very much like our traditional economic set-up — exclusive, elitist, and disenfranchising. Politics, like this country's wealth, is in the hands of a few families that will fight tooth and nail against other families, if not against themselves, to make sure they remain in power and enjoy its trappings in *perpetuum*.

The narrative of the typical close-knit *trapo* family is, of course, illustrative of our highly anomalous political culture: as a politico's term ends, another family member is groomed to be the replacement, while the politico in question seeks another position — at least temporarily. One only needs to check on the present roster of members in both legislative houses, or on incumbent local officials and their candidates. The lack of strong alternative options is likewise compounded by suspicions over the credibility of the PCOS machines to be rented out by a private, foreign company as if a supposedly sovereign country could not handle its own elections.

Given these issues, one cannot help asking whether the polls are truly reflective of people's democratic choices or, by extension, whether we truly are in a democratic society. In this regard, Che Guevara observed, "Democracy cannot consist solely of elections that are nearly always fictitious and managed by rich landowners and professional politicians." By implication, one cannot expect members of the ruling class, whether appointed or elected, to deploy administrative measures that will rub against their own interests.

Perhaps it is the school — not the elections — which serves as an authentic public space through which students, teachers, and other members of the community engage in enlightening, emancipatory, and transformative dialogue. The academe reifies democratic values by a healthy sharing of ideas within and beyond the classroom, which may confirm, problematize, reinvent, or interrogate already existing knowledges, if not create new ones. This journal, in particular, has served as a vehicle for our educators to articulate insights that are creative and critical, corroborative and questioning, affirming and insurgent. The papers in this issue come from various disciplines (the humanities, language studies, technology, the social sciences, education), but they also show attempts at multi- or interdisciplinarity, at blurring traditional disciplinary boundaries and decompartmentalizing knowledge.

In “Aestheticism as the ‘Moral’: Resolving the Paradox of Wilde’s Art in his Fairy Tales” Dr. Louie Agnir-Paraan sheds new light on the works of Oscar Wilde, supposedly a champion of the dictum “art for art’s sake.” A close reading of his fiction, however, would disclose a “paradox” — that is, Wilde’s fictional works, as well as his own pronouncements about them, suggest subtle observations on and criticisms of Victorian morality. The essay illustrates how the notion of authorial intent can — and should — be sidestepped in reading canonical works through more contemporary strands of literary criticism.

The need for inventiveness and creativity is writ large in Prof. Michael Antonio’s paper entitled “Reconfiguring Microfinance through Innovation.” Antonio foregrounds microfinance as a viable solution to financial problems plaguing the country, but only if it dynamically adapts to ever-changing social conditions. The essay recommends, for example, the utilization of technology and “non-conventional delivery systems,” as well as establishing linkages among microfinance institutions.

Speaking of linkages, the close collaboration between home and school is underscored in Prof. Marina Merida’s “Strengthening the Collaboration between Home and School in Kaisahan ng Magulang at Anak na May Kapansanan (KAISAKA), Inc., Malate, Manila.” Based on the author’s MA thesis, the study shows that strengthening the home-school nexus is a key to educating children with disabilities in particular. By extension, the educational system depends on synergy,

teamwork, and open lines of communication not only between the home and the school, but among the other stakeholders.

“Metaphorical Self-Perception, Presentation, and Preservation of Identities in Overseas Filipino Workers’ Poetry” by Dr. Irish Sioson teases out the metaphors in poems written by Overseas Filipino Workers (OFWs) in Saudi Arabia. Specifically, these are metaphors that pertain to how OFWs — the country’s new heroes — represent themselves in their poetry. The analysis shows the different, even conflicting, ways in which workers see themselves, as well as the host country and their families back home — celebratory in some instances, deprecating in others.

Dr. Amelia Tuble’s “A Competency Model for Entry-Level Hotel Practitioners” discusses the competencies and skills that are expected of an entry-level hotel practitioner. Employing both qualitative and quantitative research approaches, the study shows a significant difference between hotel employees’ desired and actual levels of competency, which has serious implications for government, industry, and educational institutions. School administrators and curriculum designers, for instance, should craft policies according to changing demands and expectations.

Like some of the aforementioned, Prof. J.C. Valeroso’s paper, “Reaching Out to the Unreached: A Qualitative Assessment of the Quality Aspect of the Project Applied Academics for Excellence (APEX),” also centers on the imperatives of collaboration. His essay cites in particular how certain rural community schools have benefitted from the said project organized by SEAMEO-INNOTECH. The study involved the identification of “quality moves” that help explain the relative success attained by the institutions under the project.

Aside from papers, also included in this issue are book reviews by Prof. Faye Rafael and Dr. Noel Christian Moratilla.

For the institution and some of our education workers, the next few years will be marked by drastic adjustments. While the school battens down the hatches, may the culture of research continue to advance and expand. For as Paulo Freire put it, “There is no such thing as teaching without research and research without teaching.

Mapagpalayang pagbabasa!

Noel Christian A. Moratilla

Microfinance through Innovation

Michael G. Antonio
Social Sciences Department

Abstract

The study described the evolution of microfinance in terms of its product line, methodology, outreach and means of ensuring both sustainability and viability. The study outlined the innovations undertaken by microfinance practitioners in terms of strengthening their respective institutional capabilities to provide better microfinance services that will meet the changing demands of the market. The innovations are also heavily shaped by various reconfigurations in the policy environment and trends set by the international and domestic financial system. In addition, the study provided an account of best practices formulated and adopted by microfinance institutions. It employed the method of desk review of related literature on the innovations of microfinance products and services which are important in enhancing the microfinance institutions' sustainability and responsiveness to their intended clientele. Several key issues pertinent to the innovation were discussed including: access to funding; establishment of partnerships among microfinance institutions with public or private institutions; use of technology for increasing access and provision of microfinance; introduction of new microfinance products; and the use of non-conventional delivery systems for increasing outreach. Said innovatory approaches and issues were synthesized to generate conclusions in understanding the effects of innovation on institutions and more importantly on the clientele.

Introduction

In the fields of Public Administration and Development Studies, microfinance is regarded as one of the prominent topics. This is so because microfinance is predicated on social empowerment and poverty alleviation and is likewise geared toward reducing income inequity. Thus, best practices in microfinance alleviate poverty, reduce inequity, and inevitably empower the poor because of increased access to capital. In terms of its place in the field of Public Administration, as government searches for more viable ways of bringing more accessible and sustainable credit to meet the needs of the poor, microfinance inevitably comes to the forefront of Public Administration discourses. Microfinance is a deviation from the more familiar dole-out and subsidized lending approaches undertaken by the government in facilitating credit to the poor. Microfinance targets the entrepreneurial poor, a group that has the initiative to help themselves. The entrepreneurial poor is a group with ample credit and technical skills to start up a small enterprise to generate additional income to support their basic needs. This is the empowering aspect of microfinance; it is an initial instrument to extricate the poor from the vicious cycle of poverty.

Microfinance traces its origin to the emergence of Grameen banking. Grameen Banking offers small loans – microcredit – for people too poor to qualify for traditional bank loans, to enable them to start up income generating activities. Originating in Bangladesh in 1976, the Grameen Bank has reversed conventional banking practices by removing the need for collateral, lending to groups rather than individuals, and by creating a banking system based on mutual trust accountability and participation. A key strength of the Grameen approach is its focus on community level social capital, the strong moral commitment of group leaders, the insistence on regular repayment at compulsory, weekly group meetings, and the fact that repeat loans (that can be progressively larger) are contingent upon the satisfactory repayment of previous loans. For microcredit initiatives to reach poor people in remote areas, rural banks need to experiment with the classical Grameen model. They need to adapt it to suit local needs, especially those of poor women, to tailor-fit it to those traditionally considered unbankable — with no assets, no collateral, and no savings.

Innovating microfinance is critical as it would lead to a more diverse and more accessible product line for its clients. Innovation is fuelled by competition among microfinance institutions (MFIs). Competition necessitates that MFIs innovate in their operations because if they do not, their relevance and position in the industry would be compromised both on the short and long term bases.

The study described and outlined the different strategies MFIs utilized in enhancing their products and services by improving their operational processes. Said improvements were based on the use of technology, considering market demands, taking into account the characteristics of the client, cost of implementing change in the institution and the issues encountered by the MFI during the course of innovating their respective processes. The study deemed it useful to narrate the innovations employed by MFIs because these innovations can be replicated among firms in the public and private sectors. Planners are likewise given policy alternatives to assess in terms of their viability and benefits to the general financial standing of the MFI. In addition, the full benefit of innovation is manifested when clients have more choices among microfinance products and services at prices well within their reach. A more vibrant microfinance industry is thus present when innovation is optimally utilized leading to sustainable microfinance practices.

In pursuing innovation, MFIs must consider their institutional capacity, i.e. their ability to follow through on the reforms started in a sustainable manner. Thus, MFIs must ensure that their logistics are well placed, the infrastructure present must support the changes in procedures, and more importantly, managers and subordinates must proactively support the innovatory measures. The study gave a detailed narrative of the significance of the innovations employed by the MFIs which led to empowering their clients – the end goal of microfinance.

Innovation along the perspective of microfinance

Microfinance has, throughout the years, been evolving in terms of its product line, methodology, outreach, and means of ensuring both sustainability and viability. This section of the review outlines the innovations undertaken by microfinance practitioners in terms of strengthening their respective institutional capabilities to provide

better microfinance services that will meet the changing demands of the market. The innovations are also heavily shaped by various reconfigurations in the policy environment and trends set by the international and domestic financial systems.

Reengineering Government by Michael Hammer and James Champy (as cited in Frederickson & Smith, 2003) offers some manifestations of innovation. The main tenets of reengineering that are congruent to innovation are: 1) fundamental rethinking and radical redesigning of business processes to achieve dramatic improvements in critical contemporary measures of performance such as cost, quality service and speed; 2) abandoning long established procedures and principles and inventing new approaches to process structure; 3) starting all over from scratch; and, 4) seeking breakthroughs by breaking away from ineffective antiquated ways of conducting business. Reengineering provides institutions the framework to adequately ground the justification of procedural changes in their operations. Through the tenets mentioned, administrators are guided conceptually in implementing changes in the organization.

MFIs innovate in terms of developing new techniques and methods to ensure that the services both reach the targeted clients and yield profits. They create new rules and procedures to ensure client's repayment. This includes training in policies and human resource management practices which aim at modifying financial facilities and structuring the working units to provide services. The innovative features of microfinance are: a) new methods of providing credit to the borrowers (e.g. the usage of social collateral such as group guarantee instead of personal physical collateral, progressive lending, peer pressure and peer monitoring); b) approaches to mobilizing savings from the clients and linking credit provision to savings; c) emphasis on social mobilization processes, involving awareness building and formation of self-help groups; and d) provision of other services, such as insurance, to cover risks and distress by the clients. Microcredit is probably the most prominent of the financial service innovations covered by the term microfinance. Other services that the term covers include microsavings, money transfer vehicles, and microinsurance. These services have become diversified, attracting not only family businesses and SMEs in developing countries, but also small companies in developed countries (Nugroho & Miles, 2009).

Innovations in microfinance products and services are important to increase the MFI's sustainability and its responsiveness to its intended clientele. These innovations are discussed in *Innovations in Microfinance in Southeast Asia* by Gilberto Llanto and Ryu Fukui. Llanto and Fukui (2003) defined an innovation as a production technology developed by the MFI that produces a product or service for the poor clients at the least cost possible. It could be a new way of screening and lending to clients in order to help them surmount problems of information and dispersal of clients over a geographical area, e.g. village banking. An innovation could be a product that enables the poor to smoothen their consumption and to create financial assets, e.g. micro savings (Llanto & Fukui 2003).

Along this line, Lariviere and Martin (1998) identified five categories of innovations in the area of rural microfinance: technological innovations, product innovations, strategic innovations, institutional arrangement innovations, and donor incentive innovations (Llanto & Fukui 2003).

1. Technological innovations refer to improved technologies used in delivering financial services. Examples are solidarity group lending, village banking, repayment incentive schemes such as peer group monitoring, incentives for the borrower to repay through rebates and progressive lending.
2. Product innovations refer to the financial services offered to individuals and groups. Examples are product mixes combining savings and credit services as well as farm and non farm credit.
3. Strategic innovations refer to strategies followed by MFIs to develop their clientele. Examples are risk information systems among MFIs and strategic planning for market development.
4. Institutional arrangement innovations pertain to changing legal status and the institutional arrangements to improve MFI performance. Examples are NGO transformation into a formal financial institution, downscaling strategy of commercial banks and developing new financial legislation adapted to the circumstances of MFIs like NGOs and credit unions.
5. Donor incentive innovations refer to those mechanisms that are available to donors to improve the performance of MFIs' outreach and viability.

Buchenau (1999) has a narrower characterization of innovations focusing on innovations in financial services. He categorized two types of innovations in financial services: 1) completely new products which match the characteristics of intended users, and 2) improvements or refinements in the procedures used to deliver the services or to design contracts and to achieve their enforcement.

Llanto and Fukui (2003) explained that innovations flourish where the market environment is competitive. Competitive financial markets induce innovations because microfinance institutions have to develop new products or new transaction reducing procedures or innovate on existing products in order to protect or increase their market shares. Buchenau (2003) added that financial institutions are most likely to develop and provide innovations if they have to compete. He noted that in competitive markets, institutions have to continuously improve the quality and pricing of their services to protect or increase their market shares. Otherwise, they could not cope with competition (Llanto & Fukui 2003).

Llanto and Fukui stated that the institutional innovations may be a different case in the sense that there is a tendency for the market to under produce or not to produce them. They stressed the need for public support in institutional experimentation and development of microfinance. The subsidies provided by donors and government organizations have enabled a range of experimentation and institutional development that generate social benefits. They concluded that the successful institutional innovations were not produced by market forces but through heavy reliance on financial support from the state and donors. They focus on building cost efficient MFIs that are congruent with market principles and that can reach poorer segments of the society as clients (Llanto & Fukui, 2003).

Innovating microfinance product line

The development of microfinance is seen in the products and services that MFIs offer to their clients. These products must meet the demands of the intended clientele. Also, they must be accessible, cost-effective in terms of their delivery, and most importantly, congruent to the social mission of microfinance. In several countries, MFIs have continuously embarked on the innovation of their products to serve their clients better.

One example of product innovation is the Grameen Pension Savings or GPS. Rutherford (2006) stated that the GPS is a commitment savings account for Grameen Bank's registered customers – its group members. The GPS is likewise available to Grameen staff. GPS savers agree to deposit a sum of their choosing each month for an unbroken term of 5 or 10 years. Rutherford added that at maturity they get back their deposits with interest, and they may take this accumulated lump sum in cash or leave it on deposit with the bank and take interest earnings each month as income. Should savers fail to maintain the monthly flow of deposits, the account is closed and interest is paid at a lower but still attractive rate (Rutherford, 2006).

Rutherford (2006) held that the minimum monthly deposit is 50 Bangladesh Taka (Tk), but savers may choose any multiple of Tk50, with no upper limit, and they may hold as many GPS accounts as they like. Rutherford clarified that savers usually deposit in cash on a monthly basis at one of the weekly meetings that all Grameen members are required to attend. But they may also break the payment down into easier weekly instalments into their passbook savings account and have the bank transfer it to their GPS account every six months – an arrangement which is convenient for both parties. It is argued that some GPS holders do regard their GPS as a way of saving for their old age, but many see it as a vehicle for saving toward their life cycle expenses such as home making, or the marriage, education or employment of a child, and some see it as a way of saving against unanticipated expenses such as ill health or other emergencies. Others see it as security pledged against loans taken from Grameen; some regard it in that light because of the rule that requires a GPS for a loan of a certain value. Others like the sense of security given by holding a substantial savings reserve (Rutherford, 2006).

Safesave from Bangladesh is another innovative microfinance product. Safesave was discussed by Staehle (2005) in his work entitled "Flexible Financial Services for the Poor: Experiences of Safesave, Bangladesh." Safesave was founded in 1996 by Stuart Rutherford, a microfinance enthusiast, and Rabeya Islam, a Dhaka housewife with years of experience running savings and loan clubs among her poor neighbors. The premise was that the poor people would not only use, but also pay a sufficient price for a microfinance service that incorporates the following (Staehle, 2005):

1. it is nearby and convenient to neighbors, family, employers, moneylenders and shopkeepers;
2. it provides a frequent opportunity to transact as amounts are small, and a very poor household's cash flow is large in relation to its small assets;
3. it is flexible, allowing a choice between using savings, credit, or a combination of both, to match small, frequent pay ins with larger, less frequent pay outs; and
4. above all, it is reliable.

Stahle revealed that in 1997, Safesave was registered as a cooperative with 15 members. By the end of June 2005, it had 20 shareholding members. Safesave clients were people who lived in Dhaka's slum communities. These individuals would earn their keep as day laborers, rickshaw pullers, shopkeepers, garment workers, and low-level government employees. Stahle (2005) argued that the success of Safesave depends primarily on the collectors – the front line of contract with clients. Said collectors visit an average of 180 clients door-to-door at their home or work place, 282 days per year. Stahle (2005) emphasized that there are no group meetings and clients only need to visit the branch to open an account, take loans or make big withdrawals. When collectors call, their clients are offered an opportunity to save and repay any amount they wish, starting at \$0.2 and to withdraw up to \$8 on the spot (Stahle, 2005).

Stahle (2005) asserted that Safesave clients are aged 16 years or older and have lived in the branch working area for one year or more. They are guaranteed the right to borrow if they follow the rules of Safesave savings and loan product. Loans are issued one at a time, within one working day of a client's request, with a value of up to their credit limit or three times their savings balance, whichever is less. There is no schedule for loans (loans can be taken for less than the credit limit) and borrowing is not required (one in five account holders never borrows at all). In addition, there is no fixed term and no fixed repayment schedule for loans. Loans are taken for an unlimited duration and only the interest payment, generally 3% of the outstanding loan balance, is due each month. Stahle (2005) maintained that clients who choose to repay quickly will earn increases in their credit limits. Increases are given for each month that a client repays at least 10% of the original loan amount, provided

that interests were never late for that loan. Clients with loan may also withdraw savings, as long as the balance does not dip below one-third of the outstanding loan amount (Staeble, 2005).

Staeble (2005) suggested that a variety of MFIs, including credit unions and building societies, can reach the very poor by viewing them as clients who can and will pay for a good financial service and then by creating products and systems that are appropriate to the very poor in the context within which these MFIs work. He identified the introduction of an incentive pay system for collectors in January 2003 wherein collectors receive 5% of the revenue they generate, regardless of performance, as instrumental to the performance of Safesave. The pay system added approximately \$10 to the system. It makes revenue collection mutually beneficial for both Safesave and the collector. He, however, explained that the real performance incentive bonus is a quarterly bonus based on client numbers and portfolio quality. Said bonus ranges from a low of \$8 per quarter for collectors with 120 active clients and 90% of their loans on time, to a high of \$62 per quarter for collectors with 200 active clients and 96% of their loans on time (on time means that no monthly interests are overdue). Staeble (2005) stated that in April 2005, Safesave began introducing a new policy which limits loans to one per household, rather than one loan per eligible account. This change is aimed at reducing profitability, but it is seen as necessary for the long run health of the loan portfolio. The policy prevents clients from circumventing credit limits by arranging loans through multiple accounts (Staeble, 2005).

Amin (2013) discussed P9 – a savings and loan service offered to low income households by Safesave in Bangladesh that builds on Rutherford's work. P9 lends to save by advancing only a portion of the loan amount and holding the remainder (40-50%) in escrow as savings. Over time, clients pay the entire loan amount and retain the savings. For example, they want to save US\$5, they borrow US\$10 and immediately use US\$5 to do whatever they wish. The remaining US\$ is locked away as savings. The clients cannot use it until they repay the US\$10 in full, at which point they have accumulated US\$5 in savings. They are able to borrow increasing amounts in subsequent tranches, building up significant savings within a short amount of time. P9 has an initial registration fee of 200 takas (approximately US\$3) and a disbursement fee of 3%; it has no interest and allows top ups (Ledgerwood, 2013).

MFIs have offered other microfinance products and services in relation to the educational and housing needs of their clients. For education, Opportunity Bank of Malawi offers savings accounts designed for parents and guardians of school-age children called Tsogolo Langa. The account allows parents to pay school fees and other related expenditures easily and to keep their money safe until the fees are due, ideally allowing children to go to school continuously. The account features include a minimum balance of US\$1.85 and a contractual agreement between the parents and the bank to use the savings to pay for their children's education. Parents can open the account and voluntarily deposit money into it if the beneficiary child is a student at any of the bank's approved schools. There is no service charge required and payments are made directly to the school on behalf of the depositor. Interest is paid on a monthly basis (www.oibm.mw/index.php/deposit-products/62-tsogolo-langa-account).

For the housing microfinance, the study conducted by Segal, Chu and Herrero (2006) addressed the market opportunities through the Patrimonio Hoy program. The program was developed by CEMEX – a Mexican cement manufacturer which aims to reduce the Mexican housing deficit. CEMEX employees and consultants immersed themselves in the urban slum of Mesa Colorada in the state of Jalisco, where they conducted a series of learning experiments and in depth interviews. They discovered that a significant barrier to building homes was the inability to save enough money to purchase the required materials. Moreover, Patrimonio Hoy participants, when trying to purchase construction materials, had nowhere to store them. Participants pay about US\$14 a week for 70 weeks and receive consultations with CEMEX architects and scheduled deliveries of materials that coincide with the building phases. Prices of all building materials are kept stable for the life of the project, which shields consumers from sudden price hikes and supply shortages that are common in free markets. And if needed, participants can store their materials in a secure CEMEX facility. Participants found that the program enabled them to build their homes more cheaply and three times faster than they could on their own (Segal, Chu & Herrero, 2006).

The use of technology is important in innovating microfinance. Said innovation is seen in the use of Personal Digital Assistants (PDAs), biometrics technology, and credit scoring in microfinance products and processes. MFIs' staff can benefit from the use of PDAs, which can

be customized to run specific programs to manage MFIs and clients' data and perform financial calculations. PDAs can help officers who are away in the field provide electronic data concerning clients which can be useful for loan applications, review, and approval. On the other hand, biometric methods of measuring individuals' unique physical characteristics, for purposes of identification, are being adopted by MFIs who have been alerted to the importance of data security. Some MFIs find low cost biometric technology preferable to passwords and PINs in accessing clients' financial data. Credit scoring systems technology analyzes the pattern of clients' historical data to predict how they will act in the future and can help in terms of strategies, marketing and client retention. The scoring technology can also be used in more advanced ways, such as pricing loans, in relation to individual client risks, and in providing against losses (Yanuar & Miles, 2009).

Microfinance has benefitted from the advancement of Internet technologies, which has meant that people are now able to take part in the microfinance movement across the world. One manifestation of said development is the creation of microfinance websites, such as www.kivaB4B.org, which acts as an online broker connecting donors and recipients (individuals, SMEs or MFIs). Another example is www.microplace.com, a for-profit subsidiary of EBay, which facilitates online peer-to-peer microlending, enabling people to invest in micro business. These websites aim to attract social investors who want a personal connection as well as a return on investments. Funds from relatively affluent people may thus become a major source of personal lending to the poor. The challenge here is in the formative years, in setting up a strong network of microfinance institutions that can effectively mobilize and deploy volumes of cash (Nugrohor & Miles, 2009).

Micro insurance is another form of innovation in terms of microfinance products which was tackled by Llanto and Fukui (2003). They cited the case of the CARD Mutual Benefit Association (MBA) micro insurance. They described that the basic infrastructure of CARD's MBA is the prevalent practice of *damayan*, a local custom in the Philippine rural areas where the members of the community, as well as relatives, contribute cash to the family of an individual who passed away. The practice is beneficial to all parties concerned since everybody expects to be treated the same way when death occurs

in the family. Ingrained in this custom is the feeling of oneness and solidarity with the bereaved. The authors stated that CARD used locally available information and the advantage of informal monitoring and enforcement system to build a solid mass of client members united in the vision that they would someday be co-owners of an insurance company (Llanto & Fukui, 2003).

Thus, CARD enabled the MBA to address a particular market niche that is not served by traditional insurance companies. It is said that ninety-eight percent of CARD clients are poor women, a large number of whom are landless coconut workers. There are three major CARD MBA products: life insurance program with total and permanent disability cover; a provident fund/retirement savings fund; and an all loans insurance package. It has successfully metamorphosed from the simple loan redemption insurance provided under the Member's Mutual Fund. CARD MBA serves to protect CARD Rural Bank and CARD NGO from loss in the event of the death of the member client. It also protects the dependents of the member who has passed away from being saddled with an outstanding loan with CARD Rural Bank. The loan redemption insurance is compulsory and the premium equivalent to 2.5% of loans above P10,000 is automatically deducted from the loan. All borrowing members are included in the scheme. An actuary computes the premiums, benefits and policies of the members. Not more than 20% of total premium collections are used for administrative, maintenance, and operating expenses. Likewise, the borrowing members have benefited from the different insurance products offered by CARD MBA (Llanto & Fukui, 2003).

Another example of microfinance innovation in products and services is reported in Hernandez and Yerina's (2003) work entitled *What works: PRODEM FFP's Multilingual Smart ATMs for Microfinance*. Hernandez and Yerina (2003) described that PRODEM Private Financial Fund's (FFP) target market includes low income communities in mainly rural areas. However, most of its target clients are illiterate, speak only the native languages of Quechua or Aymara of Bolivia, and have no familiarity with personal identification numbers or other aspects of modern financial services. Moreover, the rural areas where most of them often live have unreliable telecommunications infrastructure. The authors contended that to penetrate this market, it had to rely on new technology that would fit its target clients' needs and socio economic characteristics. FFP PRODEM addressed

this problem through technology that combined “smart cards” with digital fingerprinting recognition technology, now employed in all FFP PRODEM branch offices and smart automated teller machines (ATMs) (Hernandez & Yerina, 2003).

Hernandez and Yerina (2003) stated that the smart card stores the customer’s relevant information including the account balance, five most recent transactions, and digital fingerprint. When customers approach an FFP PRODEM smart ATM, they receive audio transactions and digital fingerprint. In addition, customers receive audio instructions in Spanish, Quechua and Aymara to complete the transaction. The touch screen is color-coded to ensure that the customer can follow the audio transactions properly. The smart ATM will disburse the cash and debit the amount stored on the card. The customers do not have to fill up any form for the transaction, nor do they have to be able to read or write. Current smart ATMs cannot be used to deposit money. The smart cards can be used at any FFP PRODEM branch to withdraw or deposit funds without filing up any forms. With this technology, FFP PRODEM has been able to strengthen its outreach of deposit services significantly. At the end of August 2003, FFP PRODEM had 48,000 smart card savings accounts (Hernandez & Yerina, 2003).

Microfinance products are not limited to financial services. Morduch (2005) discussed that a different kind of time-limited, transparent, rule-bound intervention involves the delivery of non-financial services to current customers. Morduch cited the MFI - Pro Mujer, a micro lender in Latin America that is committed to improving health and economic opportunities of poor women and their families. Morduch revealed that based on the feedback from their clients, Pro Mujer’s branch in Nicaragua introduced an array of health services including gynaecological exams, with a focus on cancer prevention and detection; self-help groups aimed at combating family violence; and health counselling by clients trained as health promoters. In 2005, Pro Mujer, Nicaragua began an innovative strategy to take health services straight to customers’ communities. Health educators now travel by motorcycle to communities, offering pap smears and consultation services. In 2004 alone, 199 cases of cancer were detected among Pro Mujer’s customers in Nicaragua, and the women were linked to treatment facilities (Morduch, 2005).

Casuga (2003) provided a summary of various innovations on basic loan products of foreign/international MFIs.

Table 1. Innovations in Loan Products of MFI's

Loan Product	Feature	Implementing MFI
Supplementary loan or "top up" loan	Replenishment of working capital loan that has been 50% paid; one year term	BURO Tangail, Bangladesh
Credit line	Used when agricultural production requires additional inputs; can be extended concurrently with other loans	Grameen Bank, Bangladesh
Enterprise/ entrepreneurship development loan	For growing micro entrepreneurs who seek to expand or diversify Additional working capital for small traders	BRAC and ASA Bangladesh
Small Entrepreneurship Development Program	For bankable borrowers who face constraints in availing of existing credit facilities; initial loans amount to Tk 20,000 with increments of Tk 2,000 to 3,000 per renewal	ASA Bangladesh
Individual credit program		ASA Bangladesh
Housing loan	Different types depending on housing needs of the poor, with terms ranging from 1-10 years at 8% interest p.a.	Grameen Bank Bangladesh
Savings loan	Up to 80% of savings for 5% p.a.	ASA Bangladesh
Education loans	For the education of client's children	Grameen Bank Bangladesh
Sanitation wells/ loans	For tubes, wells, and latrine purchase and construction; 8% to 40% interest rate for one-year term requiring weekly repayments	BRAC, BURO Tangail and ASA Bangladesh
Disaster loan	In cases of natural disasters, Tk 500, 2-year terms, interest free	ASA Bangladesh

Sources: Mutesasira, L. (2000). "A Report of Study Tour;" Del Rosario, D. (1998). "Association for Social Advancement, AIM;" Rutherford, S., (1995). "ASA: Biography of a NGO."

Innovating systems used in microfinance

One form of innovation in microfinance products and services is manifested in the manner in which microfinance is delivered to its clients. Establishing adequate and effective delivery systems of microfinance is critical in enhancing outreach to targeted clients. Fernando (2003) explored the connection between microfinance and pawnshops in his work entitled "Pawnshops and Microlending: A fresh look is needed." It is generally presumed that pawnshops are directed at finance consumption mostly rather than productive economic activities and hence do not contribute to development. Clients in many developing countries, however, are known to use pawnshops to obtain cash for expanding their businesses and other productive activities, in addition to financing consumption. Pawnshops in Shanghai, for example, receive frequent visits from a large number of small enterprise operators in need of relatively short term and small volume loans in the city (Fernando, 2003).

Fernando (2003) explained that although pawning has its limitations, pawnshops add to the institutional diversity of the microfinance landscape, and more importantly, provide a useful service as microcredit institutions to poor and low income households in countries where there are no severe legal restrictions on their operations. It is suggested that if an appropriate legal framework exists, financial institutions add pawning loans to their menu of products and achieve significant outreach profitably. It is also argued that pawning makes microcredit markets more competitive than usual. Often institutions providing pawning services compete with informal, commercial money lenders. It is proposed that liberalizing pawning markets and introducing a conducive and enabling regulatory and legal framework enable pawnshops and other financial institutions to play a more dynamic role and provide services more efficiently (Fernando, 2003).

Another delivery mechanism of providing credit to the poor in the rural areas utilizes the post office savings bank (POSB). Nagarajan (2003) discussed this particular approach and stated that microfinance proponents exclude as MFIs those POSBs that are owned by the government and are operating from regular post offices. Nagarajan contended that POSBs offer several advantages in expanding financial services to the rural poor. It is held that POSBs are located even in

the remotest part of the country. POSBs have the ability to facilitate better financial intermediation, payment, and funds transfer services. Moreover, POSBs accept deposits, regardless of the amount and operate longer hours than most MFIs. Deposits are protected by the government and are often provided tax benefits. POSBs are readily accessible to small depositors, but are also open to all types of clients. Nagarajan (2003) noted that POSBs serve a wider clientele which may help in diversifying their portfolio and cross subsidizing cost for an efficient operation. However, human and physical resources of several POSBs are underutilized. This offers an opportunity to add new services at a lower cost compared with MFIs. Nagarajan (2003) explained that since POSBs are generally owned by the government, they can deal with shortfalls in their cash flows through budgetary allocations and therefore do not have to depend on donors.

Nagarajan (2003) suggested two points in making POSBs expand effective services for microclients. First, a clear demarcation between regular postal services and financial services is needed, so products can be priced appropriately. More importantly, governance structure and ownership issues have to be addressed. Second, financial services and products need to be diversified. Prudent cash flow management will ensure reliable payments for depositors. Cross subsidization through regular postal products is becoming increasingly difficult due to competition from private courier, parcel, and Internet service providers, especially in urban and semi-urban areas (Nagarajan, 2003).

It is believed that POSBs may find better clients than the government in channelling their investments to obtain higher revenues, as several MFIs are now searching for funding sources. It is recommended that POSBs channel some locally mobilized funds to finance flourishing local MFIs for their lending activities. Some of the locally mobilized funds may be earmarked for a centrally based apex that can intermediate nationwide. All deposits for the efficient use of deposit-mobilized POSBs need to be identified. Nagarajan clarified that engaging in such types of intermediation, POSBs may require skills to evaluate the creditworthiness of MFIs for funding (Nagarajan, 2003).

Partnerships as a form of innovation

Partnerships are emerging arrangements between institutions that provide microfinance. Establishing partnerships among microfinance institutions is crucial in its objective of maintaining and strengthening sustainability. By engaging into partnerships, microfinance institutions are given the opportunity to share innovatory approaches in their operations as well as address issues and concerns in the industry.

This particular approach was discussed by Bedson (2008) in “Microfinance Partnerships: Capacity Building.” Bedson declared that partnerships are contributing greatly to the expansion and transformation of the microfinance industry. Innovative partnership approaches are opening up new streams of funding for MFIs, which translates into expanding outreach and new levels of financial sustainability (Bedson, 2008).

Bedson (2008) cited that MFIs are forging linkages with energy providers, energy suppliers or manufacturers to provide alternate, cleaner sources of energy in Bangladesh, India, Indonesia, Lao People’s Democratic Republic, Nepal, Philippines and Sri Lanka. These have employed a variety of models – from partner agent engagements to fully integrated energy loans sale-service ventures. Some key examples are flagship SEWA-SELCO partnerships in India and SEEDS, which partner with various solar companies in Sri Lanka. By making microfinance loans available to pay for modern energy services, MFIs aim to overcome the problem of unfulfilled demand for safe, cheap, and income-generating sources of energy by expanding access to loans for many people living in rural areas. It is claimed that strategic partnerships are increasingly recognized as a means to overcome resource constraints and increase profits. Maintaining mutually beneficial partnerships in microfinance will require a different set of skills than currently exist in MFIs, traditional banks or private sector companies. Said skills include negotiation, management, technical knowhow, training and education, customer knowledge and product development (Bedson, 2008).

Bedson (2008) explained that the motivations of MFIs for getting into partnerships are to extend the outreach services and to broaden the range of financial and non-financial services. He reiterated that from a strategic perspective, MFIs need to grow in an increasingly competitive market, often with the difficult aim of achieving

sustainability while not compromising their original social mission. In addition, partnerships enable smaller MFIs to overcome resource and capacity constraints, while driving innovation in the sector among larger, flagship institutions (Bedson, 2008).

Bedson (2008) emphasized the importance of identifying an appropriate partner. He argued that MFIs must consider what kinds of skills and resources can reasonably be expected from a partner, what kinds of institutions might be able to provide these skills and resources, and what formal financial and other private sector institutions one may be looking for in an MFI. Partnerships, by their very nature, are a two-way process and not unidirectional – from the larger to the smaller partner. Although the contributions may not necessarily be equal, partnerships are essentially about maintaining an agreed balance between parties (Bedson, 2008).

Microfinance innovations in the Philippines

In the Philippine context, MFIs are changing their processes and products to serve their clients better. Previous sections of the review dealt with the innovations undertaken by MFIs on the services, but these accounts were taken from non-government organizations. It is equally interesting to look into the development of microfinance along the perspective of formal financial institutions that include rural, thrift, and microfinance-oriented banks.

Owens and Agabin (2006) discussed the policy interventions and innovations in terms of product line and services made by rural banks in the Philippines. It is said that one of the innovations manifested by rural banks was its support of the Microenterprise Access to Banking Services (MABS) Program of the USAID. The MABS program offered new products such as the micro agri loan product which is geared toward the needs of agricultural households. In the past, rural banks utilized traditional agricultural lending methodologies where loans, generally paid off in lump sum, focused on a projected crop yield based on the size of the farm. The new alternative product uses cash flow analysis rather than projected yields and bases payments on income streams of the entire household rather than only on income from the loan-supported investment. It should be noted that the new product has resulted in reduced risk for the banks and better yields than the previous lending methodology (Owens & Agabin, 2006).

Owens and Agabin (2006) disclosed that improvements in the management information system (MIS) of rural banks are important. In line with this, they cited the introduction of MicroBanker to rural banks as one innovation for the enhancement of MIS. The MicroBanker system ensures that appropriate loan tracking reports have been incorporated to better monitor collections and provides banks with an aging report on the portfolio at risk level of their loan products so that loan account officers and bank managers could better track numerous small loans and more quickly respond to delinquent accounts (Owens & Agabin, 2006).

Another technological intervention on the operations of rural banks according to Owens and Agabin (2008) is the introduction and use of small handheld computers, or personal digital assistants, for loan collection which is helping reduce paper-based reports and improve efficiency. The authors identified another intervention made by the rural banks; this time rural banks are engaging into partnerships with telecommunication providers to expand their services. One instance is that the Rural Banks Association of the Philippines (RBAP) is working with Globe Telecommunications to offer a new money transfer service that allows clients to make transactions with their mobile phones. The service utilizes Globe G cash platform, which allows subscribers to make loan payments and send and receive money through mobile phone via text messaging. During the pilot testing in 2005, this new service was able to greatly reduce the transaction and labor costs associated with microcredit collections for both banks and borrowers. The authors described that the system can also support domestic and international money transfer services and is now being tested as a means to support remote deposit taking and withdrawals as well as ultimately supporting the development of mobile commerce opportunities for microfinance clients who can use their phones to buy and sell products and services. Cell phones could help rural banks compete with commercial banks and allow microfinance clients to use their cell phones as a debit, ATM and credit card in the near future (Owens & Agabin, 2006).

Conclusion

Microfinance as a development initiative has been recognized by the government of developing countries as a viable and responsive tool in alleviating the plight of the poor, giving them means to live their lives in their own terms, and restoring their dignity and self worth over the long term. It is, however, imperative that policy interventions be made internally and externally to make microfinance sustainable.

Internal interventions refer to changes from within the microfinance institution. These changes include the reconfigurations on the processes in which clients avail microfinance, the types of microfinance products offered by the microfinance provider, the marketing capability of the institution, the management skills of its officers, the institution's ability to source out funds both for short-and-long term needs, and more importantly, the institution's commitment to adhere to its primary social mission – that of providing accessible and sustained credit for the entrepreneurial poor. External interventions refer to government regulatory policies on the microfinance industry; market demand for microfinance; the level of poverty in a specific country; the state of the country's financial sector; and, general trends and innovations at the global and domestic microfinance market. The interplay of these external and internal factors has directly and indirectly shaped the character and operations of microfinance institutions (MFIs). The synergy of these factors has likewise influenced the manner in which managers plan the direction of the MFI for it to find its niche in the microfinance market.

Clearly, these factors have conditioned the level of sustainability of the MFI. Sustainability is indeed a very difficult concern to address as a myriad of issues must be balanced out. One such concern is the adoption of a business mindset in implementing microfinance. This approach is seen in the process of commercialization taken by some MFIs. The approach necessitates strong adherence to sound business principles, a profit-driven process in which the social component of microfinance might be compromised as the poor – the primary target clientele would be neglected in some aspects.

Measuring sustainability is important. Parameters, however, would vary as there are different MFI types – cooperatives, rural banks and NGOs with each MFI having its own peculiar characteristic,

strength and limitation. Differentiated by its institutional structure, each MFI has its own unique selling point. For instance, rural banks possess the function of savings mobilization through which they could expand their funding sources. NGOs, on the other hand, have closer links to the poor because of their outreach in remote areas. The issue on the uniform set of assessing the performance of all MFIs was resolved in 2006 when the National Credit Council came up with Portfolio, Efficiency, Sustainability and Outreach (PESO) indicators.

Replicating best practices must be anchored on sustainability. To address sustainability, MFIs must examine the market as client demography is essential. To achieve sustainability, MFIs must adjust to the dynamism of the market; more importantly, its institutional structure must have the capability to weather economic downturns and political instability which developing countries are vulnerable to. Sustainable microfinance will not happen with short-term policy interventions. It is imperative that government, private sector, and civil society adopt a strategic perspective and engage each other in utilizing their respective strengths to pave the way for a conducive policy environment leading to more sustainable MFIs. Microfinance as a development instrument can only be sustainable over the long term if MFIs reconfigure their processes to serve a larger portion of the poor, offering a spectrum of value-added products and always looking back on the rationale behind their existence – that of minimizing poverty through accessible credit.

In the Philippine context, several factors can affect microfinance sustainability. These include geographical concerns as the Philippines is archipelagic. Proponents of microfinance might have difficulty reaching remote areas that may need microfinance. The concern is aggravated by the peace and order problem brought about by secessionist and dissident groups in the countryside whereby families are displaced by frequent armed encounters between the government and rebel groups. Given such situation, it is hard for microfinance to flourish or even begin in rebel-infested areas. Another is the status of women in some rural communities, as they have less self-worth, are unable to make autonomous decisions, and are confined to doing menial household chores. With this predicament faced by some women, it will be difficult for microfinance to be accepted especially because it is anchored on women who are empowered. Finally, the financial sector is still plagued by market distortions; government still

implements direct credit programs (DCPs) which are subsidized and compete with microfinance providers. Government needs to resolve this situation by rethinking ways to level the playing field for credit providers.

References

- Bedson, J. (2008, June) Microfinance partnerships: Capacity building *ADB Finance for the Poor – A Quarterly Newsletter of the Focal Point for Microfinance*, 9 (2).
- Brown, W. et al. (2000, December). A cautionary note for MFIs and donors considering developing micro insurance products. Unpublished Paper.
- Buchenau, J. (1999) “Innovative products and adaptations for rural finance.” Proceedings from Paving the Way Forward for rural finance: An International Conference on Best Practices.
- Casuga, M. (2003). *Documentation of product development processes in Selected MFIs, review of related literature*. Manila: MCPI and Inter Church Organization for Development
- Charitonenko, S., Campion, A. & Fernando, N. (2004) *Commercialization of microfinance: Perspectives from South and Southeast Asia*. Manila: Asian Development Bank.
- Fernando, N. (2007, December). The Asian Microfinance Industry: Some Changes and Continuities. *ADB Finance for the Poor – A Quarterly Newsletter of the Focal Point for Microfinance*. December, 8 (4).
- Fernando, N. (2003, March). Pawnshops and Microlending: A Fresh Look is needed. *ADB Finance for the Poor – A Quarterly Newsletter of the Focal Point for Microfinance*, 4 (1).
- Frederickson, H. & Smith, K. (2003). *The Public Administration Theory Primer*. United States: Westview Press.
- Getubig, M., Gibbons, D. & Remenyi, J. (2000). “Financing a Revolution: An Overview of the Microfinance Challenge in Asia

- Pacific,” In J. Remenyi & B. Quinones (Eds.) *Microfinance and poverty alleviation: Case studies from Asia and the Pacific*.
- Hammer, M. and James Champy (1993). *Reengineering Government*. Harvard Business Review, July 1993.
- Hernandez, R. & Yerina, M. (2003). *What works: PRODEM FFP’s multi lingual smart ATMs for microfinance*. Washington DC: World Resource Institute.
- Khandker, S. (1998). *Fighting poverty with microcredit: Experience in Bangladesh*. NY: Oxford University Press.
- Lariviere, S. & Martin, F. (1998). “Innovations in Rural Microfinance: The Challenge of Sustainability and Outreach”. Paper presented at the International Workshop on Innovations in Microfinance for the Rural Poor. Accra, Ghana. November 9-13.
- Ledgerwood, J. (2013). *The new microfinance handbook: A financial market system perspective*. Washington DC: World Bank.
- Ledgerwood, J. (1999). *Microfinance handbook: An institutional and financial perspective*. Washington DC: World Bank.
- Llanto, G. (January 2001). Risk-based supervision on banks involved in microfinance. Policy Notes 2001. Makati, Philippines: Philippine Institute for Development Studies.
- Llanto, G. & Fukui, R. (2003). Innovations in microfinance in Southeast Asia. *Discussion Paper Series No. 2003 – 11*. Makati City: Philippine Institute for Development Studies.
- Macguire, P. & Conroy, J. (2000). *The role of central banks in microfinance in Asia and the Pacific, Volume 1 Overview*. Manila, Philippines: Asian Development Bank.
- Morduch, J. (2005, December). Smart subsidy for sustainable microfinance. *ADB Finance for the Poor: A Quarterly Newsletter of the Focal Point for Microfinance*. 6 (4). Manila, Philippines: Asian Development Bank.
- Nagarajan, G. (2003, March). Going postal to deliver financial services to microclients” *ADB Finance for the Poor – A Quarterly Newsletter of the Focal Point for Microfinance*, 4 (1).

- Owens, J. And Agabin, M. (2006, June). Experiences of the Philippines' rural banks in microfinance. *ADB Finance for the Poor – A Quarterly Newsletter of the Focal Point for Microfinance* 7 (2).
- Nugroho, Y. & Miles, I. (2009) *Microfinance and innovation*. Manchester, UK: Global Review of Innovation and Intelligence and Policy Studies.
- Rutherford, S. (2006, September). The Grameen pension savings scheme: How a savings plan is transforming microfinance in Bangladesh. *ADB Finance for the Poor – A Quarterly Newsletter of the Focal Point for Microfinance*, 7 (3).
- Schrevel, J.P. (2005, June). BlueOrchard Finance: Linking Microfinance to International Capital Markets. *ADB Finance for the Poor – A Quarterly Newsletter of the Focal Point for Microfinance*. 5 (2).
- Segal, A., Michael Chu & Herrero, G. (2006). *Patrimonio hoy: A financial perspective case study*. Cambridge-MA: Harvard Business School.
- Staeble, M. (2005, September). Flexible financial services for the poor: Experience of Safesave, Bangladesh. *ADB Finance for the Poor – A Quarterly Newsletter of the Focal Point for Microfinance*, 6 (3).

Notes on Contributor

At present, Michael Antonio is a full time Assistant Professor of the Department of Social Sciences at St. Scholastica's College. He had previous academic experience with Rizal Technological University for three years. Other professional experiences include research and legislative work for the Office of Congressman Jack Enrile, junior manager for planning and strategic development for the JAKA Investment Company and advocacy, electoral campaign and research for government. Mike is a graduate of AB Political Science and MA Development Policy from De La Salle University, and currently a candidate for the Doctor of Public Administration at the University of the Philippines, National College of Public Administration and Governance. His areas of interest include public policy, development theories, microfinance and public administration theories.

Strengthening the Collaboration between the Home and School in Kaisahan ng Magulang at Anak na May Kapansanan (KAISAKA), Inc. Malate, Manila

Marina Gonzaga-Merida
Languages and Literature Department

Abstract

This research investigated the home-school collaboration between the parents of children with disabilities and the school called Kaisahan ng Magulang at Anak na May Kapansanan (KAISAKA, Inc.) Malate, Manila, for the school year 2012-2013. It used the qualitative case study design. The following research instruments were used: checklist, rating scale, open-ended questionnaire, and focus group discussions. The study was guided by the theory of Joyce Epstein (1995), "Sphere of Overlapping Influences, Model of Family Involvement." In this theory, Joyce Epstein showed that a high level of success can coordinate and work together to encourage students in their learning and development. This study showed that there was a high level or degree of participation in the collaboration between the parents/relatives and the KAISAKA, Inc. However, these strategies in collaboration need to be strengthened to further help achieve the highest possible levels of learning of students with disabilities. There is a plan of action recommended to further strengthen the collaboration between the parents/relatives and the KAISAKA, Inc.

Keywords: Education, collaboration, family, school, parents, community-based rehabilitation.

The home is the first place where children learn how to read, write, and develop acceptable social values with their parents as primary teachers. When the child grows up, socialization is continued in the school. Educators believe that when parents are involved in the child's education, the child will have a positive learning experience. This involvement must be continuous to ensure that the child, especially a child with disability, will become a productive member of society. One of the aims of this study was to show the importance of collaboration between the parents and the school in the education of children with disabilities to guarantee the full development of the child's potentials.

It is imperative that parents become partners with the teachers in the planning and execution of all learning strategies and activities so that the children learn at their own level of competence. Collaboration is vital to the development of the potentials of the child with disabilities. Not only will the educational setting be more conducive to learning; the child with disabilities will also be better equipped to become a fruitful citizen of society.

Children with disabilities who have not received the proper attention they need have the biggest possibility of failing and eventually stopping their education (Anderson-Butcher, 2004). The family is a very powerful force that can help in the development of a student, especially a student with disability (Singh, 2003). And in collaboration activities, the parents are recognized as important factors (Cowan, Napolitano & Sheridan, 2004).

Community Based Rehabilitation (CBR) was initiated by the World Health Organization in the mid-1980s to provide the rehabilitation of all persons with disabilities. A multi-sectoral approach that emphasizes decision-making to achieve a well-rounded personality (Nabis & Motsch, 2008) was implemented to ensure that all sectors work together to produce a functioning society (JICA, UNDP, 2002).

KASAMAKA, Inc. in Malate, Manila uses this strategy. The organization started as KAISAKA, Inc. (Kaisahan ng mga Magulang at Anak na May Kapansanan, Inc.), an outreach program of the Parish of Our Lady of Remedies, Malate, Manila. It was established in 1989 as an organization of parents until it became a foundation in 1996. In 1998 it changed its name to KAISAKA, Inc.

The KAISAKA Inc. is a program of community-based rehabilitation (CBR) for people with disabilities and their families in Malate, Leveriza, San Andres, and Singalong in Metro Manila. The organization has several programs such as rehabilitation, education and training, and capacity building. In partnership with the Catholic Church, KAISAKA, Inc. is the only center that caters to very young children with disabilities in the area. It provides physical therapy, occupational therapy, and Early Intervention Class (EIC). The EIC aims to teach children with disabilities daily life skills such as putting on clothes, doing their toilet, and eating on their own. The EIC is also a training ground in preparation for their Special Education (SpEd) in mainstream education.

The research can serve as a guide in the conduct of future collaborations between home and school for students with disabilities. This would lead the way to the systematic documentation of experiences and thoughts as well as the definition of an effective and efficient implementation of the collaboration of the family and school. In addition, the research results would help teachers and families of persons with disabilities in their search for effective ways of communication, leadership, and decision-making in improving collaboration.

The results of the study can be used as a tool by KAISAKA, Inc. Malate in analyzing its role in the collaboration between family and school. These results can be discussed with the main participants of the study in a forum on the results of the research. Parenthetically, it is for this reason that the study has a version written in Filipino.

This study did not include problems of administration, launching the collaboration, and participation in area work. Information on the collaboration of other organizations or NGOs that give emphasis to the education of children with disabilities, and the views of the children are not included either.

The theory of Joyce Epstein (The Overlapping Sphere of Influence Model of Family Involvement, 1995) has been used as the standard or benchmark in describing collaboration between families and schools (Griffin & Steen, 2010). The theory states that the following factors are needed for successful parent involvement in school activities: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (leadership).

In this study, as shown in Figure 1, the focal points in collaboration between the parents and school (KAISAKA Inc.) are communication, decision-making, and leadership. The main purpose of this study was to strengthen collaboration between the families and the school (KAISAKA, Inc.) to facilitate the effective development of students with disabilities.

The following are the three important factors that guided the study:

1. the home, where the students with disabilities live and learn the basic ways of learning and interaction;
2. the school, considered as the second home of students with disabilities and where the consciousness, skills, and knowledge are honed; and
3. the collaboration between home and school.

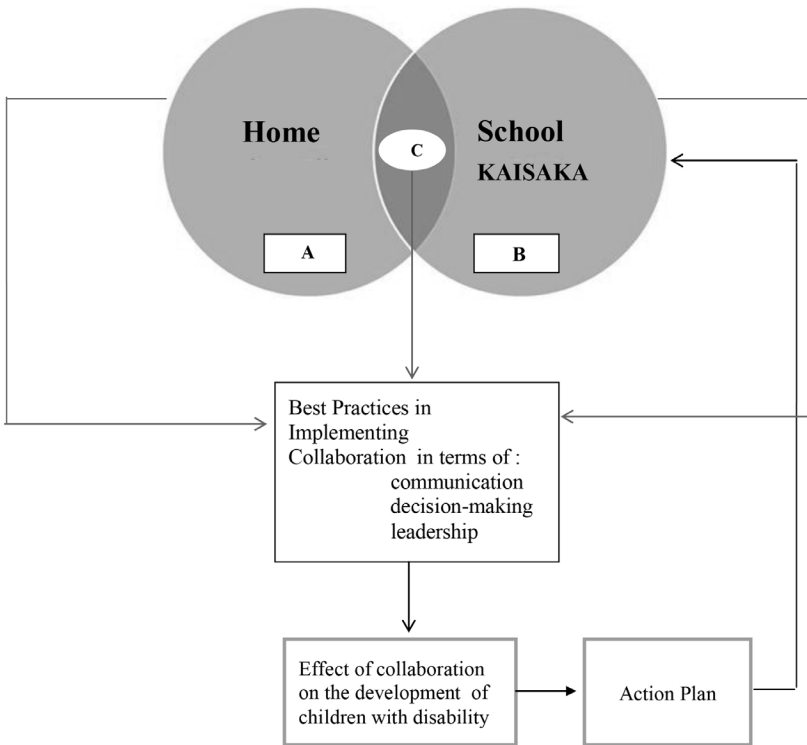


Figure 1. *Conceptual Framework*

The relationship among the given factors is the basis for consolidating the best practices and procedures in the collaboration between home and school. Collaboration is important in the learning process for a child with disabilities to achieve the highest possible level of learning.

Method

This research was conducted during the academic year 2012-2013 using the qualitative case study method. Both qualitative and quantitative designs were applied. The qualitative case study helps in exploring an event in its context with the data taken from different backgrounds (Calderon, 1993).

This research used the concepts from the theory of Joyce Epstein (1995) “Overlapping Sphere of Influences – Model of Family Involvement,” which states that the family, home, and community are factors that affect student learning and guide the collaboration between the family and the school.

Participants

Purposive sampling was used to determine the number and nature of the participants. There were 10 participants: 7 parents and 3 relatives (2 grandmothers and 1 uncle) of the children with disabilities who are studying at KAISAKA, Inc. Of the ten participants, one is male and nine are female. Also included were the two teachers of EIC. In addition, some key persons – the students of the Early Intervention Class, the parish priest, the Coordinator of the project, the physical therapist, and the president of KAISAKA, Inc. – were interviewed to gather additional information and verify earlier findings.

Data Sources

The research used six (6) primary sources of data. Three research instruments – Participation Checklist For Parents/Family Members; Rating Scale for Views of Parents/Relatives on the Collaboration with Teachers adapted from the same source; and Rating Scale for Views of Teachers on the Collaboration with Parents/Relatives – were adapted from “Consultation, Collaboration, and Team Work for Students with Special Needs” by Dettmer, Thurson, and Dyck (2005). The other three sources of data were semi-open-ended questionnaires, Focus

Group Discussion (FGD), and “Anecdotal Record” or the records of observations made by the researcher when activities were conducted. The secondary sources of research data were the logbook of the Center, the manual of KAISAKA, Inc., the minutes of meetings and special activities, and the registration records.

To ensure the validity of the sources of data, experts in Special Education, Sociology, and the Filipino language assessed and analyzed them before they were used on the participants. A pre-test was conducted in Lingap Kapansanan ng Bagong Silang or LIKASBA-CBR, Bagong Silang, Novaliches using the same tools for validation. The suggestions of the experts together with the weaknesses found in the pre-test conducted improved the configuration of the research tools.

The Checklist for Participation of Parents/Family Members contains 15 statements on parents’ participation in the learning and welfare of their children/relatives. The ten respondents placed a check mark beside the activities they would wish to participate in. The Rating Scale for the Views of Parents/Relatives on the Collaboration with Teachers has 14 statements showing the views of the parents on decision-making, leadership, and communication.* In both rating scales, the respondents placed a check mark on the columns that describe their agreement with particular statements. They chose from 5-Always; 4-Often; 3-Occasionally; 2-Rarely; and 1-No.

Mean ratings were computed from the scores obtained from the participants of the study. The scores on the rating scale were interpreted as follows:

- 5- Always (the maximum score that shows complete agreement);
- 4- Often (indicating agreement);
- 3- Occasionally (median score that shows partial agreement);
- 2- Rarely (low score that shows disagreement); and
- 1- No (the lowest score that shows complete disagreement).

*The Rating Scale for Views of Teachers on the Collaboration with Parents/Relatives has 16 statements describing the views of teachers on decision-making, leadership, and communication.

The Focus Group Discussion (FGD) was used in the research to discuss the different opinions and views of the parents about the factors that strengthen the collaboration between parents and teachers

of KAISAKA Inc. on communication, leadership, and decision-making. Eight (8) mothers participated in the FGD conducted at the offices of KAISAKA, Inc. The prepared guide questions served as follow-up questions given in story style. The information, thoughts, insights, and some issues gathered through open discussion were duly recorded. The answers to the FGD were used to find a pattern, non-uniformity, contrast or variation on their beliefs, attitudes and practices related to decision-making, leadership, and communication in the Early Intervention Class (EIC). The answers were also used in exploring the meaning of the data from the checklist and rating scale that could not be explained using statistical techniques.

The semi-structured and open-ended questionnaires for the interviews are composed of three (3) parts – structured questions on the profile of the participants (socio-economic data); the semi-structured questions about KAISAKA, Inc.; and a set of questions on the thoughts, opinions, and views of the participants on the effectiveness of the collaboration between them on communication, leadership, and decision-making. The open-ended questionnaires were also used in the interviews with the key-persons: the Parish Priest, the President of KAISAKA, Inc., the Coordinator of the project, and the in-house physical therapist for validation and further information.

Data obtained from the semi-open-ended questionnaires in the interviews were described and analyzed based on the analytical requirements of each item in the interview, including the computation and tabulation of frequencies and ranking. The views, opinions, concerns, and issues, as well as other statements were also recorded to validate their similarities and patterns. The other records and documents that showed participation and collaboration between parents and teachers were presented through discussions. The other documents were used as addendum and evidence for Triangulation.

In the succeeding sections, the contents of at least one table were translated into English (see Appendix A). As for the other tables, the contents were not translated to retain the essence of the participants' original responses.

Results

Participants' Profile

Table 1 shows the demographic characteristics of the caregivers of the students included in the study.

Table 1. *Demographic Profile of the Participants (Tagapangalaga)*

Mga Tagapangalaga	Edad	Kasarian	Katayuang Sibil	Relihiyon	Hanapbuhay	Edukasyon	Big. ng anak na PWD	Relasyon sa PWDs	Hanapbuhay ng asawa	Tirahan
1	25	B	May asawa	Katoliko	Wala	High School	1	Anak	Pedicab driver	Nakikitira sa kamag-anak
2	54	B	May asawa	Born Again	Wala	2 nd year college	1	Apo	Wala	Nakikitira sa kamag-anak
3	20	L	Binata	Katoliko	Wala	High School	1	Pamangkin	Wala	Nakikitira sa kamag-anak
4	46	B	May asawa	Katoliko	D. selling	High School	4	Anak	Magsasaka	Nakikitira sa kamag-anak
5	43	B	May asawa	Katoliko	Wala	College graduate	1	Anak	Tindero	Sariing bahay
6	47	B	May asawa	Katoliko	Wala	High School	1	Anak	Empleyado	Sariing bahay
7	53	B	Walang asawa	Katoliko	Nagtitinda	High School	1	Apo	Tindero	Sariing bahay
8	35	B	May asawa	Katoliko	Nagtitinda-karne	College Graduate	1	Anak	Empleyado	Sariing bahay
9	43	B	May asawa	Katoliko	Wala	College Graduate	1	Anak	Empleyado	Sariing bahay
10	31	B	May asawa	Katoliko	Wala	High School	1	Anak	Tindero	Sariing bahay

The participants ranged from 25 to 55 years old and came from very disparate backgrounds in terms of education, economic status, and residence. Majority of them were Catholics. Only two of them were not parents of the children with disabilities.

There were two (2) teachers conducting the EIC classes – both married and Catholic. One was the regular teacher who handled the class every Monday and the other one handled the Wednesday class. They were “permanent volunteers,” that is, they were permanently employed as teachers, but were given a monthly volunteer allowance. However, they were enjoying the benefits of Social Security Services (SSS), and had been sent to trainings and seminars to update their knowledge and skills in Special Education.

One teacher, whose daughter was a beneficiary of the KAISAKA, Inc., had a Bachelor of Science in Secretarial Administration degree from the Philippine Christian University Manila. The other teacher was a graduate of Hotel and Restaurant Management from the Polytechnic University of the Philippines.

There were thirteen (13) students in the EIC program of the KAISAKA Inc. for the school year 2012-2013. Their ages ranged from 3 to 13 years. Of the 13, six had autism, 4 had Down Syndrome, one was hearing-impaired, one had global mental delay, and one had multiple disabilities. Of the 13, one had been in the project for 5 years, another for 2 years, and the other one for 3 years. The rest had been in the program for one year.

Views and Thoughts of the Carers and Teachers

Table 2 shows the views and opinions of the parents/relatives (carers) of students of KAISAKA, Inc. These have been taken from the questionnaires, interviews and Focus Group Discussion (FGD).

Table 2. *Pananaw at Saloobin ng mga Tagapangalaga sa Kolaborasyon sa Pagitan ng KAISAKA, Inc.*

Pananaw	Saloobin
<ul style="list-style-type: none"> • May pagpapahalaga at malasakit sa mga PWDs • Tumutulong at gumagabay sa mga magulang sa pangangalaga sa mga batang may kapansanan • Malaki ang naitutulong ng KAISAKA, Inc. sa programa ng EIC sa pag-unlad at pagkatuto ng aming mga anak • Lahat ay nakikiisa; may pakikisama at kooperasyon 	<ul style="list-style-type: none"> • Masaya ang relasyon ng bawat isa • Maayos at organisado ang lahat ng pamamaraan ng KAISAKA, Inc. • Pakiramdam ko may pamilya ako sa KAISAKA, Inc. • Walang pangamba ang bawat isa na ibahagi ang sarili • Magaan ang pakiramdam ng bawat isa sa KAISAKA, Inc.

In validating the views and opinions of the parents/relatives, FGD was held for them to freely express and explain these views and opinions. The results of the survey and FGD show a positive outlook in the attitude of the parents/relatives on the collaboration between them and KAISAKA, Inc.

Table 3 also describes the views and opinions of teachers on the collaboration between KAISAKA, Inc. and the parents/relatives during the implementation of the EIC program.

Table 3. *Mga Pananaw at Saloobin ng mga Guro sa Kolaborasyon*

Guro	Pananaw	Saloobin
Both teachers	<input type="checkbox"/> Malaki ang naitutulong ng KAISAKA sa magulang at tagapangalaga ng mga batang may kapansanan sa pamamagitan ng pagtuturo ng mga kasanayan at konsepto kung papaano aalagaan ang kanilang mga anak/kamag-anak na may kapansanan <input type="checkbox"/> Nakapagbibigay ng pag-asa sa pamilyang may kapansanan at mga anak o kamag-anak	<input type="checkbox"/> Masaya, kasi nakatutulong kami kahit papaano <input type="checkbox"/> Nakatutuwa kasi pag nakita mong may improvement yong mga bata, kasama ka sa naging dahilan ng kanyang pag-unlad <input type="checkbox"/> Masaya, may pagkakaisa <input type="checkbox"/> Masaya dahil nakilala ang bawat isa <input type="checkbox"/> Nagagalak dahil nasusunod ang bawat itinuturo at isinasakatuparan ng mga magulang
Teacher A	<ul style="list-style-type: none"> •May maayos na ugnayan sa pamilya at programa •Naisasaayos ang layunin sa maayos na paraan 	<input type="checkbox"/> <i>May satisfaction</i> kasi nakikita mo ang pag-unlad ng mga bata at ang pagtutulongan ng mga magulang
Teacher B	<ul style="list-style-type: none"> •Mas organisado ngayon at aktibo ang mga magulang •Mas mabilis na naisasagawa ang mga <i>activities</i> ng EIC 	

According to the teachers, the collaboration between KAISAKA, Inc. and the parents/relatives of children with disabilities had a great impact on the learning process. The various activities in KAISAKA, Inc. had helped build the parents'/relatives' self-confidence in caring for their children. The organization had become a forum where views and thoughts are spontaneously exchanged. Continuing the lessons learned in the classroom to their homes had helped the continuous development and improvement of the children with disabilities.

The parish priest and the in-house physical therapist of KAISAKA, Inc. asserted that the programs of KAISAKA Inc. were properly implemented and well-organized to meet the needs not only of the children with disabilities but also of their parents/relatives.

For the school year 2012-2013, various activities such as regular meetings for case conferences and other special activities were conducted, which illustrate the degree or level of participation of the parents/relatives. The figure below shows that the parents'/relatives' actively attended most of the regular meetings of KAISAKA, Inc.

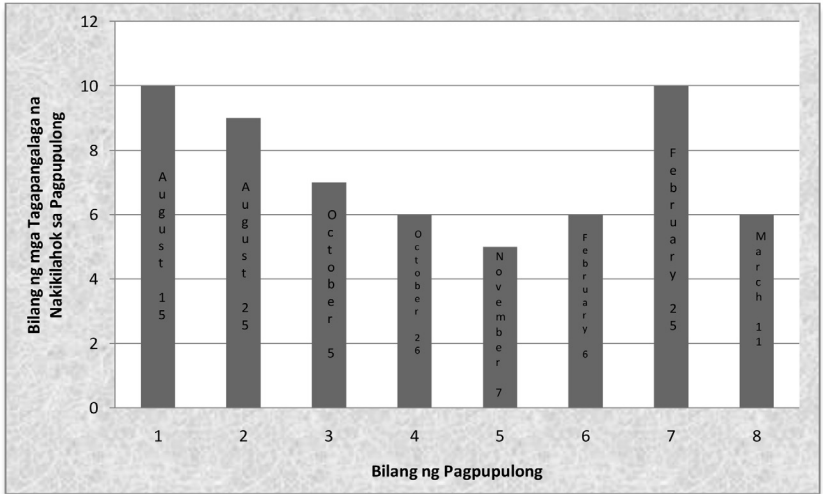


Figure 2. *Bilang ng mga tagapangalaga na nakikilahok sa pagpupulong*

The figure below shows the attendance of the parents/relatives during the six (6) special activities for the school year 2012-2013

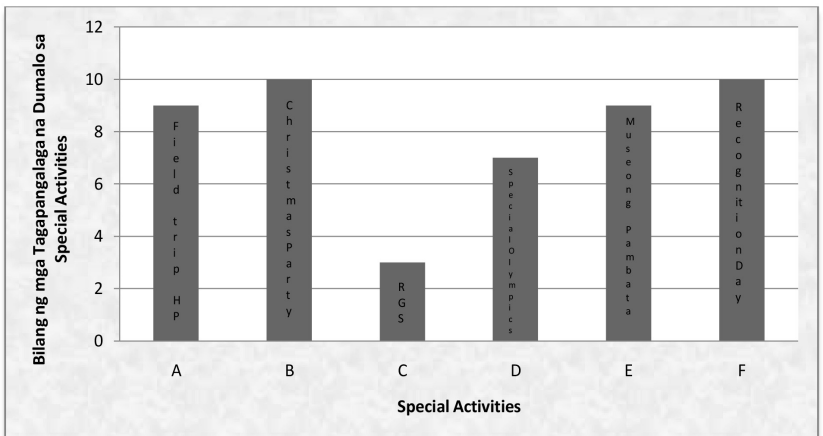


Figure 3. *Bilang ng mga tagapangalaga na dumalo sa Special Activities*

On the basis of the checklist used to identify the activities, the parents/relatives would like to participate in as part of the

communication, decision-making, and leadership components of collaboration, all the respondents chose to help their child at home. The activity they would least want to participate in was sharing personal experiences.

During the FGD with the parents/relatives, the level or degree of their participation in the collaboration with KAISAKA, Inc. was validated. They said that they were given opportunities to participate in the various activities conducted by KAISAKA, Inc. Whenever there was a limited number of participants or invitations, the parents/relatives followed a rotation of assignments in attending the activities. They would participate because they wanted to know what was happening to their children inside and outside the classroom.

Component of collaboration: Communication

In communicating with the parents, modern technology such as telephones, cell phones, texting and the internet (Facebook) was used together with home-to-home visitation, classroom-based consultation, case conference, and sending out letters. Home visits, texting, case conference, regular meetings and consultations were the most effective strategies for interaction or collaboration with the parents/relative of the students of EIC.

These strategies were validated during the FGD with the parents/relatives. They said that it was easier to receive messages through texting. Home visits were also effective because they could have personal interaction with the teachers. All of them agreed that the fastest way of communication was through texting.

However, they also mentioned that there were obstacles affecting their participation such as the method of sending the message, the way the message was communicated, and the promptness of the information.

Component of collaboration: Decision-making

On decision-making, KAISAKA, Inc. conducts regular meetings of the EIC, the Exe-com and the General Assembly. These serve as the forums for the parents/relatives and teachers to discuss and make decisions on the learning process of the children with disabilities attending the Early Intervention Class program.

These practices and strategies were validated during the FGDs conducted. The participants said that decision-making was the responsibility of the teachers, the program coordinator, and the leadership of KAISAKA, Inc. The program coordinator decides for the students of EIC on out-of-school activities. The teachers decide on classroom activities and the lessons. The teachers require the active participation of the parents/relatives in the decision-making process. Sometimes, the leadership’s perceived faulty decision-making and late or inconsistent information dissemination adversely affect the participation of the parents/relatives.

Component of collaboration: Leadership

Each participant has a role in collaboration. The parents/relatives sometimes take the lead in some tasks or activities. They also volunteer as chaperons. For them, volunteerism is an attitude that helps them further strengthen collaboration. However there are some obstacles in the leadership system. These are the neutrality or passivity of the members of the organization and the poor attendance during the General Assembly. This is evident when the leader is the one causing confusion in the organization.

Consolidation of Collaboration

The following table shows the suggested activities or plan of action to further strengthen the collaboration between the parents and KAISAKA, Inc.:

Table 4. *Mga Rekomendasyon at Suhesyon sa Pagpapatatag ng KAISAKA, Inc.*

Mga Erya (Areas)	Rekomendasyon/Mungkahi
Komunikasyon	<ul style="list-style-type: none"> ✓ Magkaroon ng team building ang guro at mga magulang lalo na ngayon dahil maraming mga bagong magulang, e.g self-orientation ✓ Kausapin ko ang simbahan kung saan <i>under</i> ang KAISAKA,Inc.para sa ikabubuti ng mga bata ✓ Makipag-usap sa mga nakakataas,<i>director</i> ng ospital at kura paroko para sa pagbabago
Pamumuno	<ul style="list-style-type: none"> ✓ Wala, may eleksyon naman at kontento po ako sa pamamalakad nila, always be a good leaders ✓ Kontento po ako sa pamamalakad ng school para sa anak ko

	<ul style="list-style-type: none"> ✓ Kontento po ako ✓ Magtulungan ang mga miyembro at opisyal ✓ No comment, <i>I am satisfied</i> ✓ Wala po akong masasabi, Ok naman po sila ✓ Magkaroon ng pagpapatatag ng pag-unlad ng mga magulang ✓ Aktibo at may pagkukusa ang mga magulang pero walang silang activities, kailangan na magbigay ng productive activities ang KAISAKA, Inc. ✓ Magkaroon ng gawain para sa Advocacy Initiatives
Pagdedesisyon	<ul style="list-style-type: none"> ✓ Kailangan ang patuloy na pagbibigay ng mga training sa mga tagapangalaga
Iba pang mungkahi: Lugar	<ul style="list-style-type: none"> ✓ Ang lugar po ay masyadong maliit para sa mga bata, ilipat siya sa mas malaking lugar ✓ Mas maluwag na space para sa pagdarausan ng mga therapy ng mga bata ✓ Sa ibang lugar ang pagtuturo
Programa	<ul style="list-style-type: none"> ✓ Gusto ko na madagdagan ng speech therapy para sa mga batang nangangailangan ng speech therapy ✓ Magkaroon ng tatlong araw ng speech therapy ✓ Lalo pang dagdagan ang mga activities para sa mga magulang at mag-aaral ✓ Magkaroon ng team building ang guro at mga magulang lalo na ngayon dahil maraming mga bagong magulang e.g self-orientation
Staffing	<ul style="list-style-type: none"> ✓ Maglaan ng isang araw para sa <i>case conference</i> ✓ Magdagdag ng staff

Each participant has different opinions on how to improve collaboration between parents and the school. However, all the participants agree that collaboration is important to help in the development of the children.

Discussion

This research is on strengthening home-school collaboration between the parents of children with disabilities and the Kaisahan ng Magulang at Anak na May Kapansanan (KAISAKA, Inc.), Malate, Manila for the school year 2012-2013. There were 10 participants in the study (parents/relatives of the students in KAISAKA, Inc.) of whom 9 were women. The ages of the participants range from 20 to 55, the economically productive years. Seven participants are unemployed or without sources of income.

Although the teachers' skills and commitment to the welfare of the children cannot be underestimated, their academic preparation was limited. The short courses, seminars, and forums that they attend were not enough to help achieve the highest level of competence and potential of the students. However, their actual experience in teaching children with disabilities had helped significantly in the children's development.

There were 13 students with various disabilities and ages for the school year 2012-2013. They attend Early Intervention Classes (EIC) twice a week. There are no formal studies conducted. ADL or Activities for Daily Living is the basic curriculum content of EIC. The children were taught skills that would help them in their day-to-day life.

The parents/relatives of children with disabilities and the teachers were united in the belief that KAISAKA, Inc. values or gives importance to children with disabilities. The teachers would always communicate with the parents about the children's performance in class and share strategies that could help increase the children's level of learning.

The parents/relatives were given the opportunity to participate in decision-making related to learning and development of their children, but they have great confidence in the teachers and they do not actively participate in decision-making. However, this limits their participation in the learning activities of the children. Participation in the decision-making process is an important feature for collaboration to succeed. Nevertheless, a successful collaboration is not necessarily made by all participants sharing equally in decision-making (Friend & Cook, 2003).

The parents/relatives agree that the teachers always coordinate with them by sending out messages about the status of their children and trying to match the schedule of meetings and conferences of the Parent-Teacher Assembly (PTA) with their schedule. The parents/relatives are often given the opportunity to give feedback to the teachers about any changes in the learning of students and about the problems of students with their teachers.

The parents/relatives showed satisfaction with the collaboration taking place in KAISAKA, Inc. There is an amiable relationship among them. Both the parents/relatives and the teachers acknowledge the important role of parents in the learning process of the students. The

teachers agreed that the decision on what the students need to learn is very important and that attention and response are needed from the feedback given by the parents/relatives. The feedback system is one way of strengthening the relationship or collaboration between parents/relatives and teachers. Friend and Cook (2003) showed that each interaction of the participants in collaboration is important because they show what steps to take to reach the goal of collaboration.

Although the parents/relatives often recognized and respected the competence/ability of teachers in caring for children/relatives, they would have problems communicating with the teachers because of previous experiences. This supports the study done by Dempsey-Hoover and Walker (2002) which shows that a past negative experience of teachers and school staff has an effect on the collaboration activities. There are also obstacles in communicating with the family or parents/relatives of students. The study conducted by Dempsey-Hoover and Walker (2002) also verified that the limited education of parents, financial insecurity, and poverty are barriers to successful collaboration.

In KAISAKA, Inc., the participation and cooperation of each member is important to ensure the success of their activities and projects. Their strength and presence during a project/task become part of the unity and stability of the organization. The lack of funding will not be a barrier if everyone will work together and actively participate in all activities. In collaboration, sharing in the work and responsibility is necessary for the success of a given task (Kaisaka, Inc. Manual (1998), Malate, Manila Philippines).

The Level or Degree of Participation of Parents/Relatives in Collaboration

In all the meetings held in the school year 2012-2013, there was active participation among the parents/relatives. The parents/relatives were able to communicate and clarify with the teachers what they wanted done in relation to the learning process of the students. The parents/relatives sometimes stayed after the meetings to talk to each other and the teachers. Based on the study by Raffaele and Knoff (1999), the collaboration between home and school is more effective when the parents are empowered through a positive and significant two-way communication.

During the meetings, decisions on the learning process were made. Fiedler, (1999) said that all participants in collaboration should take part in the decision-making process, even though each one has his or her own responsibilities. This view is not strongly evident in the study done by McClain (2006) which suggests that there are times when parents do not want to get involved in decision-making because they believe that the teacher knows what is appropriate for students. In the same manner, the parents of KAISAKA, Inc., have full confidence in the teachers' ability so that it is easier for them to defer to the decisions made by teachers for the development of students.

In collaboration, it is important that all participants share the same goal as seen in this study where the parents/relatives expressed determination to attend activities relevant to their children's development. In each of the special activities conducted by KAISAKA, Inc. the parents/relatives cooperated and participated willingly.

In KAISAKA, Inc., the teacher and the coordinator are the leaders in the organized activities. They develop protocols/guidelines, resolve conflict resolution, and assign tasks to each of the members.

Volunteerism is the act of giving one's time and skills unconditionally. This is an important factor for the success of collaboration. In Epstein's theory, volunteerism is one of the most important factors for a successful collaboration. In KAISAKA, Inc. volunteerism is apparent in the list of activities parents/relatives want to join or participate in.

Communication in Collaboration

In Epstein's "Theory of Overlapping Spheres of Influence," communication needs to be effective, appropriate, timely, and characterized by a dual flow of delivery of the message to ensure collaboration. For fast and systematic delivery, the teachers of KAISAKA, Inc. would use different techniques to deliver messages and updates on the development of the EIC students. Methods such as the use of mobile phones/telephones, texting and internet (Facebook), classroom-based consultations, home-to-home visitations, letters and case conferences are utilized. The use of modern technology is an effective means of communication between parents/relative and teachers. It is faster and more effective. Demsey-Hoover and Walker (2002) showed in their study that parents' participation increases

when they are informed of the status of their children, when their contributions are appreciated, and when definite solutions are offered to help their children.

Aside from modern technology, KAISAKA, Inc. uses the monthly case conference where the child's development and progress is discussed. This is also the time when parents and teachers share their experiences about the children and air out their feelings of frustration, doubt and delight about their learning. In the article by Raffaele and Knoff (1999), it is said that it is important to consider the source and the factors that affect the relationship between families and schools such as poverty, limited education of the parents, and their cultural origins.

Another method is the monthly home-to-home or area visitation where the teachers visit the students to see their actual situation and to follow up on the use at home of the skills and knowledge learned in school. Home visits are effective because they create bonding moments between parents/relatives and the teacher through the personal information they share.

There are meetings or classroom-based consultations conducted as a medium for feedback on and discussion of the problems or issues of the children with disabilities. Letters and/or text messages are sent out to the parents. However, sending out letters proved to be less effective than texting where response is immediate.

To ensure that the role of parents in the learning process of the children is given due importance, the Classroom-Based Consultation – Home Program is conducted where the class activity not finished by the child is continued at home. The parents/relatives are informed at the end of the class to continue or reinforce the activity at home. Based on studies done by Raffaele and Knoff (1999), the collaboration between home and school can be effective if the parents are given power through significant positive communication.

Epstein (1995) agrees that external influences or factors (home, school and community) work together to develop successfully the academic learning and development of a student. In the EIC Program the different methods used to deliver messages are an important factor in the success of the collaboration between the parents/relatives of students with disabilities and KAISAKA, Inc.

Decision making in Collaboration

Decision making as a factor in collaboration is a shared responsibility. The family has to be part of all decisions that affect the educational program of a student (Dettmer, Thurson & Dyck, 2005). Decision making in collaboration requires that the role of each participant be considered. The decision of each one is related to and has an impact on the outcome of a project.

In KAISAKA, Inc., the bi-annual General Assembly is a forum where decisions for the organization are made. The Early Intervention Class (EIC) is handled by a teacher assigned by the General Assembly. Funding of the program is from the Stichting Lilliane Fonds Foundation (SLF). Although KAISAKA, Inc. is one of the programs of the Social Services of the Parish of Our Lady of Remedies, the parish does not decide for KAISAKA, Inc. but the organization is expected to cooperate and participate in the activities of the parish. The program coordinator ensures a smooth and systematic collaboration between the parish and the organization.

In collaboration, decision making is an important factor in the learning of students. The parents and other family members of different economic and socio-political backgrounds must be included (Epstein, 1995). The ExeCom of KAISAKA, Inc. is the body that decides on organizational matters such as fund raising, membership, and administration. The teachers and the program coordinator decide on the educational activities, special activities, and referrals. The EIC has a set of officers for the academic year 2012-2013 that fast tracks decision-making on matters related to the students' development.

Although members have their own responsibilities and tasks, they do not lose responsibility in making a decision (Fiedler, 1999). Although KAISAKA, Inc. uses various methods or strategies in decision-making such as regular meetings of the parents/relatives of the EIC, EXECOM conferences, and General Assembly of KAISAKA, Inc., the teachers have a greater role in making decisions about the learning of students.

Leadership in Collaboration

The leaders of KAISAKA, Inc. are elected at the first General Assembly of the year. The members elect 15 members to compose the Board of Trustees from where the Executive Committee or EXECOM, and chairpersons and members of various committees are chosen. These committees are Rehabilitation, Education, Networking and Capability Building.

The Early Intervention Class as a program under the Education Committee has its own leaders who are the teachers' partners in disseminating information to the parents/relatives of children with disabilities. The president of the EIC is the main coordinator for special events. Only the president can call for a meeting even if there are issues that need speedy resolution. This system limits the participation of the parents in collaboration. It would be more helpful in solving a problem if this is discussed by everyone concerned.

A technique used by KAISAKA, Inc. is volunteerism. This is the sharing of time and skills and even financial assistance without expecting any compensation. Volunteerism is an important factor in collaboration (Epstein, 1995). The parents/relatives volunteer for activities such as chaperoning the children, creating designs for the bulletin boards at the center, and organizing parties.

Friend and Cook (2003) mentioned that for a collaboration to be successful, projects must be clear to each member. In EIC, meetings are usually carried out when there are no classes or when the members are available. This becomes a limitation because not all members can be simultaneously present at the time and on the day agreed upon. Such a system sometimes delays decision-making, and keeps members from carrying out plans for collaboration.

Conclusion

There are many factors for a collaboration to succeed. The external and internal factors may influence the success of learning. Communication, volunteerism, learning at home, decision making, and collaboration in the community are just some of the factors that must be considered in collaboration (Epstein, 1995). Thus, each participant must be creative in his/her participation.

There is a high level or degree of participation in all activities of KAISAKA, Inc. as seen in the number of attendees during meetings and special activities. There are a variety of methods used for an orderly and systematic collaboration. Texting and the use of modern technology are the best ways of delivering messages in support of collaboration. In decision-making, the conference is the most effective medium for making and executing decisions. The Parent-Teacher Association of the EIC paved the way for better interactions between parents/relatives and teachers. Although the current practices of collaboration are effective, there are overlapping factors that can affect the systematic functioning of collaboration. These are differences in family backgrounds, culture, economic status, and educational attainment of the parents/relatives. The richness of actual and practical experience would help the current collaboration.

References

- Anderson-Butcher, D. (2004). Innovative models of collaboration to serve children, youth, families and communities. Retrieved from <http://www.utexas.edu/courses/streeter/393T19/Innovative.pdf>
- Berger, E. (2004). *Parents as partners in education: Families and school working together* (6th edition). NJ: Merrill Prentice Hall.
- Calderon, J. F. (1993). *Methods of research and thesis writing*. Manila, Philippines: National Bookstore, Inc.
- Center for Rural Studies. (1999). Collaboration framework. Retrieved from <http://crs.uvm.edu/mmco/collab/framework.htm>.
- Cowan, R.J., Napolitano, S., & Sheridan, S. (2004). Home-school collaboration. Retrieved from <http://digitalcommons.un.edu/cgi>
- Crow, K. (2002). Collaboration. Retrieved from <http://www.npd-solutions.com/collaboration.html>.
- Dempsey-Hoover, K.V. & Walker, J. M.T. (2002). Family-School communication. Retrieved from <http://www.vanderbilt.edu/~peabody/family-school/school%20reports/HooverDemseyWalkerpdf>

- Dettmer, P. Thurson, L.P., & Dyck, N.J. (2005). Consultation, collaboration, and teamwork for students with special needs (6th ed). Retrieved from <http://scholar.google.com.ph/scholar?q=consultation+collaboration+and+teamwork+for+students+with+special+needs&htm>
- Dunlap, C. Z. & Alva, S. A. (1999). Redefining school and community relations: Teachers' perception of parents as participants and stakeholders. *Teacher Education Quarterly*, 26, 123-33. Retrieved from <http://library.valdosta.edu/>
- Epstein, J. (1995). School/family/community partnership caring for the children we share. Retrieved from <http://online.missouri.edu/exec/data/courses2/coursesgraphics/2226/L5-Epstein.pdf>
- Fiedler, C. (1999). *Making a difference: Advocacy competencies for special education professionally*. USA: Allyn & Bacon.
- Friend, M. & Cook, L. (2003). *Interactions: Collaboration skills for school professionals* (4th ed.). U.S.A.: Pearson Education.
- Griffin, D. & Steen, S. (2010). School-family-community partnership: Applying Epstein's theory of the six types of involvement to school counselor practice. Retrieved from http://www.google.com.ph/search?sourceid=navclient&aq=&oq=Griffin-school-family-community+partnership&ie=UTF-8&rlz=1T4LENN_en___PH469&q=Griffin-school-family-community+partnership&gs_l=hp....0.0.0.45720.....0.0iE1RT4P6-A
- Horn-Faust, K. (2003). Parent and teacher perceptions of the relationship between home-school collaboration and student success in the classroom. Retrieved from http://www.google.com.ph/search?q=client=psy-ab&q=Kristina+Faust-Horn&oq=Kristina+Faust-horn&aq=f&aqi=&aql=&gs_l=serp.3...3728.20123.1.20783.19.18.0.1.1.0.534.2774.0j16j1j5-1.18.0...0.0.ZMfarEJnPvs&bav=on.2,or.r_gc.r_pw.r_qf.,cf.osb&fp=4d15446b68ffdbc2&biw=986&bih=6
- Japan International Cooperation Agency (JICA-UNDP). (2002). Country profile in disability of the republic of The Philippines. Retrieved from http://www.siteresources.worldbank.org/Disability/Resources/Regions/East-Asia-Pacific-JICA_Philippines.pdf

- Smith, B. B. (1998). Effects of home-school collaboration and different forms of parent involvement in reading achievement. Retrieved from <http://www.google.com.ph/search?q=Smith%20Barbara%20Beville&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a&source=hp&channel=nphttp://scholar.lib.vt.edu/theses/available/etd-42498-162857/unrestricted/etd.pdf>
- United Nations (1981). The United Nations year of the disabled. Retrieved from <http://www.un.org/esa/socdev/enable/disidydp.htm>
- Wright, K. & Stegelin A. (2003). Building school community partnership through parent involvement (2nd ed.). NJ. : Merril Prentice Hall Press.

Notes on Contributor

Since 1991, Marina Gonzaga-Merida has been a full-time college professor at SSC where she has handled courses in Filipino, Theology, Women's Studies, and Social Development. She has been involved in research endeavors concerning languages, social development, women's issues, environment, and special education. She has presented papers in both national and international conferences in the Philippines and abroad. Professor Merida has also served as author and coordinator for several textbook projects, the most recent of which was a book series for Grades 6-10 entitled *Bulwagan: Kamalayan ng Wika at Panitikan*. She earned her BSEd major in Filipino from St. Paul University-Manila, and cognate courses in Women's Studies at NURSIA, Institute of Women's Studies, SSC-Manila. She received an MA in Philippine Studies, major in Philippine Development, from DLSU; and another MA in Special Education from SSC-Manila. She is currently pursuing her Doctor of Education, major in Educational Management, at Philippine Christian University-Manila.

Aestheticism as the ‘Moral’: Resolving the Paradox of Wilde’s Art in his Fairy Tales

Lucris Carina A. Paraan
Languages and Literature Department

The paradox of Oscar Wilde and his art is that while his aestheticism led him to espouse *l’art pour l’art* (Van den Wijngaart, 2012) such that he would have Art judged for its own sake and not for any function it supposedly should have (for instance, to reflect life or to teach morals), much of what has been written about his work shows the curious tendency to relate his writings to his homosexuality and the amorality that so offended Victorian society (Quintus, 1977).

Doing so would thus seem to indicate that the artist’s art could not be separated from the artist’s life, which goes against the grain of Aestheticism, whose proponents professed that it is not the function of Art to convey moral messages, but to instead provide refined and sensuous pleasure—a direct rebellion against the utilitarian conception of Art as having the function of conveying morals, as articulated by John Ruskin and Matthew Arnold in Wilde’s time (Langbaum, 1967).

Adding to the paradox further is that even as Wilde is well documented as having deliberately cultivated a persona with the mannered eccentricities, studied boredom, and flamboyance so indicative of the decadent *fin de siècle* spirit (Becker-Leckrone, 2002), he is also documented as being possessed of surprising simplicity, and a lack of airs and of affectation, specifically during his lecture tour of Belfast in 1884:

We have known none whose delivery was so singularly free of affectation - none who possessed (sic) the power of securing the attention of the audience for so long without resorting to any tricks of style. Mr. Wilde is refreshingly natural both in language and delivery (McCann, 1988, para.16).

It goes on to say that his language was “so easy to understand that even the most ordinary audience could listen to its flow for hours without a sense of weariness” (McCann, 1988, para.23).

This is surprising, considering that in his homeland and during his first American tour in 1882, during which he famously declared that he had nothing to declare but his genius, Wilde was known to hold audiences alternately spellbound or shocked with his “biting wit, flamboyant dress, and glittering conversation” (Macklowe Gallery, n.d., para.8).

His own paradoxical rhetoric contributes to the conundrum: while Wilde was quoted as saying that he wrote *The Picture of Dorian Gray* as a reaction to “the crude brutality of plain realism,” (qtd. in Agnir, 2013, p. 2) and sought to create a work that was totally a work of invention, he was also quoted as saying that the characters of the same novel are thus: “Basil Hallward is what I think I am: Lord Henry what the world thinks of me: Dorian what I would like to be—in other ages perhaps” (qtd. in Agnir, 2013, p. 2). Furthermore, in his essay “The Critic as Artist”, Wilde states that great art does not take its material directly from life but “found it in myth, and legend, and ancient tale” (Corner, 1994, p.vi). He extends this thought by arguing that all great writing simply exist as:

...starting point for a new creation... Homer had old ballads and stories to deal with, as Shakespeare had chronicles and plays and novels from which to work, but they were merely his rough material. He took them, and shaped them into song. They became his, because he made them lovely. They were built out of music, and so not built at all, and therefore built forever. (Wilde, 1990b, para. 29).

To my mind, a way to reconcile this paradox in the man and his art is to study his fairy tales, for while Wilde calls his fairy tales “studies in prose, put for Romance’s sake into fanciful form” (Zipes,

1990, p. 207), thus keeping true to his aesthetic sensibilities, the fact that a convention of the genre is the inclusion of a moral allows any student of his fairy tales to analyze those 'moral lessons' which his avowed aestheticism would otherwise not allow us to consider as being part of the artist's intention, much less the work of art.

Furthermore, studying his fairy tales will help address the curious lack of reference to this side of the artist: as a writer of fairy tales. In many anthologies of Wilde's works, his fairy tales are not included; in fact, two such collections that this student found, each published by highly respected publishing houses (Wordsworth and Bantam Classics), do not even mention them in their Introductions, even while they cover the very years (1888-1891) during which he produced the fairy tales. Such an avoidance "suggests an unwillingness to treat material which is prima facie more serious and more moral than the amoral hedonism, the studied triviality so long associated with both Wilde's life and his art' (Quintus, 1977, p.708).

The Fairy Tales

The importance of Oscar Wilde's fairy tales cannot be downplayed, providing as they did opportunities to develop his skills as prose writer. It cannot be a coincidence that it was in the last year of the period during which he wrote them that he published his only novel *The Picture of Dorian Gray* (1891). They have been described, in fact, as "finely chiseled gems that have been recognized as among the best of the fairy tale genre...[and what]...enabled him to employ his keen wit to give full expression to his philosophy of art and his critique of English society" (Zipes, 1990, p.205).

Wilde is said to have "not intended [them] for children" (Quintus, 1977, p.709), and perhaps this can be traced to a remark he once made that, with respect to his fairy-tales, he "had about as much intention of pleasing the British child as [he] had of pleasing the British public as cited" (Beckson, 1970, p.113). This has been often interpreted as meaning he wishes to address an adult readership (Orhanen, 2009). However, a more accurate description of the author's intended readers is found in a letter he wrote to the poet George Herbert Kelsey in 1888, where he said that his fairy tales were "meant partly for children, and partly for those who have kept the childlike faculties of wonder and joy, and who find simplicity in a subtle strangeness" (Zipes, 1990, p.207).

There is no evidence that explains why Wilde suddenly started writing fairy tales, but the facts are that his wife Constance gave birth to their two sons at about the same time that he wrote them, that she herself published two volumes of children's stories in the same period, that his mother edited two important books on Irish folklore, and that he himself reviewed William B. Yeats' collection of Irish folktales (Van den Wijngaart, 2012). There was, as well, a renaissance of fairy tales in England from 1865 to 1900 (Zipes, 1990).

His first volume of fairy tales, *The Happy Prince*, features five stories: "*The Happy Prince*", "*The Nightingale and the Rose*", "*The Selfish Giant*", "*The Devoted Friend*", and "*The Remarkable Rocket*." His second volume, *A House of Pomegranates*, features four: "*The Young King*", "*The Birthday of the Infanta*", "*The Fisherman and His Soul*", and "*The Star-Child*."

"*The Happy Prince*" (Wilde, 1990e) tells the tale of a beautiful statue of a prince that stands on a tall column overlooking the city: gilded in gold, with sapphire eyes and a ruby-adorned sword, he is a magnificent sight, much loved and admired by all. One night, into the space between his feet flies a swallow, who had fallen in love with and been spurned by a reed, and had been forsaken by his swallow-friends who had flown away in preparation for the winter. The swallow becomes drenched by the tears of the prince-statue, who proceeds to tell him of how he came to be called the Happy Prince: "I lived in the Palace of Sans-Souci, where sorrow is not allowed to enter... happy indeed I was..." (p. 12). They develop a close and loving bond, as the swallow helps the prince to give away his valuable trappings to those poor people whom he sees as needing help. When, in the end, the swallow dies from the cold, the prince's lead heart breaks. The next day, the self-important officials comment on the shabbiness of the prince, who by that time had of course been stripped of all splendor. They see the dead bird as well, and proceed to discard the two. "'Bring me the two most precious things in the city,' said God to one of His Angels; and the Angel brought him the leaden heart and the dead bird. 'You have rightly chosen,' said God, 'for in my garden of Paradise this little bird shall sing forevermore, and in my city of gold the Happy Prince shall praise me'" (p.22).

The rather obvious moral is that God looks not at superficial beauty but at the heart—at the beauty within. On another level,

one sees the prince-statue's sacrifice as a giving of himself, of his metamorphosis from a real but shallow prince to a beautiful gilded statue to a lump of lead which is ugly to all but is one of the two most precious things in the eyes of God and the angels. This self-sacrifice is akin to the artist's giving of self, of his gifts and talents, to a society that is in need of his gifts and yet does not acknowledge his gifts of beauty. Like the mayor, councilors, and university professor in the story, who find the Prince useless because he is no longer beautiful, "society is not yet ready to accept the noble role of the artist, who seeks to transform crass living conditions and beautify people's souls through his gifts" (Zipes, 1990, p.210).

"The Nightingale and the Rose" (Wilde, 1990f) is a story about how a nightingale sacrifices her life to help a young student win the love of a girl who wants a red rose. The nightingale searches high and low for one, but in the end can only make one if she impales herself on a thorn. She does so, and the young man gets his red rose. But the girl does not want it after all, for someone else has sent her jewels, which to her are more precious than flowers. So she turns the young man away, and he dismisses her and Love as silly, thereby also dismissing the nightingale's self-sacrifice: "What a silly thing Love is', said the student, as he walked away...In fact, it is quite impractical, and, as in this age to be practical is everything, I shall go back to Philosophy and study Metaphysics'. So he returned to his room and pulled out a great dusty book, and began to read" (p. 31).

Here, the story ends in death yet again, as does the first tale. There is again the theme of self-sacrifice, but this time the jibe at those who would have Art fulfill a function is clearer, seen in the young man's final statement quoted above, for the nightingale, in giving her all for the sake of Love, was not appreciated by him for whom she sacrificed self. He was, in fact, oblivious to it. So too, are artists not appreciated by those they seek to transform through their gifts of beauty. The irony that is Wilde's hallmark is all too apparent, as when the young man, after listening to the nightingale sing, muses: "She has form...but has she got feeling? I am afraid not. In fact, she is like most artists; she is all style, without any sincerity. She would not sacrifice herself for others" (p. 28).

The irony, of course, is that in his essay "The Critic as Artist", Wilde says that Beauty is itself the expression: "what is true about

music is true about all the arts. Beauty has as many meanings as man has moods. Beauty is the symbol of symbols. Beauty reveals everything, because it expresses nothing. When it shows us itself, it shows us the whole fiery-coloured world" (Wilde, 1990b, para. 27).

In "The Selfish Giant" (Wilde, 1990h), the reference to the artist is made in the form of the giant, who is initially selfish, but is later transformed to one who gives freely of his gifts and of himself to make others happy. In his preface to *The Picture of Dorian Gray*, Wilde says that "those who find ugly meanings in beautiful things are corrupt...those who find beautiful meanings in beautiful things are the cultivated. For these there is hope. They are the elect for whom beautiful things mean only Beauty" (p. 3). In this third tale, then, the children who appreciate the garden, and especially the little child whom the giant loves – the Christ-figure whose presence echoes the theme of self-sacrifice — these are they whom Wilde referred to as being "cultivated" and for whom "there is hope." There is hope, too, for the selfless artist: in the story's ending, the giant, who has died, is covered with white flowers, white being the symbol of purity. Too, the reference to the Christ-child who invites the giant to his own garden (Paradise?) makes the message all too clear: that the selfless artist, even if unappreciated by most people, will find grace and favor in the eyes of the Almighty.

We see as we read, then, that one 'moral' emerging in Wilde's fairy tales is exactly the aestheticism that he espouses in his essay: *l'art pour l'art*. The giving of self that the prince, the nightingale, and the giant showed are parallels of Art giving the gift of itself. How is it possible though, that Aesthetics and Morals reconcile in Wilde's work, when the Art-for-art's-sake movement emphasized the separation of morality from art?

It becomes entirely possible when one remembers that the premise of this paper begins with the paradox that is Oscar Wilde, for whom stretching the notional limits of genres was child's play: he used the short story to present his theory of Shakespeare's sonnets, the epigram to exhibit a condensed theory of art as preface in his novel, and the dialogue instead of the essay for some of his most notable non-fiction (Murray, n.d., para. 16). As we read his fairy tales further, we discover that Wilde plays not only with the conventions of the genre and their themes but also with the very definitions of ideas, specifically of aestheticism and morality.

The last two fairy tales in the first volume feature main characters that are the antithesis of the prince, the nightingale, and the giant. In "The Devoted Friend" (Wilde, 1990c) and "The Remarkable Rocket" (Wilde, 1990g), the main characters are self-centered and believe themselves entitled to attention, adulation, and service. In the former tale, the reader is increasingly appalled at how the wealthy miller drives to his death the poor farmer, who believes himself to be the other's best friend and so will do anything for him. In the latter tale, the reader is amused at the rocket's complete lack of awareness of the truth, all the way to the end. Some critics have seen a similar theme of "unawareness" in the two stories, but with a slight variation: in the latter, "the rocket is a type of pompous artist, whose belief in his great talents and importance is deflated by the end of the tale" (Zipes, 1990, p.211).

The first story in the second volume *A House of Pomegranates* tells of a young lad raised in the remote part of a forest who suddenly becomes "The Young King" when the dying King has him brought to the palace to inherit what is rightfully his, his dead mother having been the King's own daughter. Before he is crowned, however, he is described as being observed by all to be enamored by beauty, whether in the form of paintings, or sculpture, or architecture, or clothing, or jewelry: "never before had he felt so keenly, or with such exquisite joy, the magic and the mystery of beautiful things" (Wilde, 1990j, p.82). He dreams three dreams, in which he sees that the production of the trappings of his royalty are through the blood, sweat, and tears of the poor of his kingdom. When he is awake and about to be dressed for his coronation, he shuns his robe, crown and scepter, wanting to be proclaimed King without the artificial trappings, believing that his subjects would recognize him as their monarch without those trappings. But they refuse to call "King" one who does not look like a king, and so he has to return to the palace, chastened yet no less resolute. He goes to the altar and stands before the image of Christ, and as a wild mob prepares to storm the palace to kill the "unworthy" king, the sunlight streams through the windows, infusing a burst of color all around him that clothed him in raiment finer than his King's robes and brighter than all his jewels. They kneel before him, as does the trembling Bishop, who acknowledges that the young king had been crowned by One much greater than he. And "no man dared look upon his face, for it was like the face of an angel" (p. 97).

Once again, we see the transformation, the stripping away, the losing of self, and in this process are revealed the contradictions and folly of society. In the end, the young king is robed in God's own beautiful Nature: golden sunlight, ruby-red roses, pearl-white lilacs; and his face is like that of an angel—so blindingly magnificent in countenance that mere mortals cannot bear to look at him. The allusion to the artist as favored by God is obvious, an allusion first seen in the tales of the happy prince and the no-longer-selfish giant.

Wilde does not depict all children as being intrinsically good, pure, and innocent, however. In "The Birthday of the Infanta" (Wilde, 1990a), the princess is a cruel, heartless creature who sees the dwarf as a toy, and who manipulates his love for her own selfish ends: nothing but mere entertainment for her birthday party. She is beautiful yet cruel; he is ugly but pure and innocent. The beauty that she is and that is lushly described as surrounding her is in stark contrast to the ugliness of the dwarf. In fact, everybody and everything that sees the dwarf is repulsed by his very presence:

The Flowers were quite indignant at his daring to intrude into their beautiful home... 'He is really far too ugly to be allowed to play in any place we are,' cried the Tulips. 'He should drink poppy-juice, and go to sleep for a thousand years,' said the great scarlet Lilies, and they grew quite hot and angry. 'He is a perfect Horror!' screamed the Cactus. 'Why, he is twisted and stumpy, and his head is completely out of proportion with his legs. Really he makes me feel prickly all over, and if he comes near me I will sting him with my thorns' (p.112).

Here again we see Wilde's irony, for in describing the ugliness of the dwarf, the Cactus is actually describing what he himself looks like! It is as though Wilde holds up a mirror to society, bidding them face their own hypocrisies and contradictions.

Despite his ugliness, however, the reader feels for the dwarf, especially because he is so sweetly and innocently happy in believing that the Infanta likes him, and so when he makes the terrible discovery that the ugly being in the mirror is none other than himself, and he falls to the ground sobbing, his little heart breaking at the realization that he is not worthy of her and that she could not possibly love him back, the reader feels his pain.

Here we see the theme that beautiful beginnings and good intentions do not necessarily produce beauty and goodness. The Infanta's father was a good King who loved his beautiful wife, yet their child is a beautiful monster who does not even realize she is one. There is a foreshadowing of this in an early passage where the reader sees that even as the Infanta resembles her mother, the King is somehow averse to the sight and sound of her that day:

She had all the Queen's pretty petulance of manner...the same wonderful smile...but the shrill laughter of the children grated on his ears, and the bright pitiless sunlight mocked his sorrow, and a dull odour of spices...such as embalmers use, seemed to taint...the clear morning air...and when the Infanta looked up again...the King had retired. (p.104).

The same theme of "opposing aesthetic and moral beauty" (Orhanen, 2009) that readers see in the Infanta –Dwarf dichotomy is found in "The Star-Child" (Wilde, 1990i), which tells the story of a child that is found by two woodcutters in the forest in a spot where a star from heaven had fallen. The child is brought home by one of them to his wife, and the couple raise him along with their own children. He grows up a beautiful, golden boy, and because his beauty causes everyone to marvel in awe, he becomes vain and arrogant: this, despite the good hearts of his adoptive family and the proper upbringing that he receives. He develops pleasure in showing cruelty to animals and people who are weak, poor, or not beautiful. He closes his ears to his adoptive parents' and the priest's chiding, and his heart grows cold and hard.

His undoing comes when his real mother finds him after years of searching, and he spurns her because she is old and ugly and poor: "Alas! My son,' she cried, 'wilt thou not kiss me...? For I have suffered much to find thee.' 'Nay', said the Star-Child, 'but thou art too foul to look at, and rather would I kiss the adder or the toad than thee'" (p. 191). His words become terrible prophecy, for he is transformed into an adder-toad creature, and so no one wishes to be with him: his former playmates who adored him and did his bidding now taunted him and spurned him. The Star-Child realizes that all this happens because he was evil, and because of what he said to his mother, and so he spends years looking for her so that he might convey his

remorse. In the process of going through many trials while searching, his heart learns to truly love and to feel compassion, and he becomes 'morally beautiful'. His moral transformation is soon followed by the return of his aesthetic beauty, and he finds that he is the son of a king and Queen, and he rules wisely and kindly, albeit shortly, for Wilde cannot resist giving the fairy tale his usual sad ending: "Yet ruled he not long, so great had been his suffering, and so bitter the fire of his testing, for after the space of three years he died. And he who came after him ruled evilly" (p. 204).

Aesthetic perfection, then, does not equate with morality, and goodness is not necessarily borne of goodness. This echoes the Aesthetics' view that artworks do not enfold moral content (Orhanen, 2009) and seems to echo Wilde's point that the artist's intent or the art work's content are not what make art beautiful or "good":

Who cares whether Mr. Ruskin's views on Turner are sound or not? What does it matter? That mighty and majestic prose of his, so fervid and so fiery-coloured in its noble eloquence, so rich in its elaborate symphonic music, so sure and certain, at its best, in subtle choice of word and epithet, is at least as great a work of art as any of those wonderful sunsets that bleach or rot on their corrupted canvases in England's Gallery. (Wilde, 1990b, para. 32).

Lastly, in "The Fisherman and His Soul" (Wilde, 1990d), the theme of contrasting beauty – outer and inner – is layered further with the idea that what is traditionally good, as seen by society (represented by the Soul, which is supposed to be the essence of humans and is what separates us from the beasts; and the Priest, who stands for the Church, and hence for morality and for "good") is not what will earn the approval of the Almighty, for even as the fisherman willfully "loses" his soul to satisfy his hedonistic love for a non-human creature, the priest and the rest of society condemn their love for each other, in the end, beautiful and sweet-smelling white flowers grew on the very corner of the field where the priest had the fisherman and the mermaid buried as punishment for their sin of loving.

In this tale, a fisherman falls in love with a mermaid, and when he desires to make her his bride, she tells him that they cannot wed because he has a soul: "If only thou couldn't send away thy soul,

then could I love thee" (p.133). Here, we first note the use of archaic language, like that used in the old bibles of Wilde's time. (The same style is seen in "The Star-Child", which is the last tale in the second volume). One is therefore led to think that this is intentional, and that Wilde wants the reader to situate the tale in the context of bible-reading, and thus of the preaching of morality.

We are struck too, by the oddness of the mermaid's statement that their love could prosper only if the man sends away his soul. We equate the soul with morality, for are we not taught that it is the soul that we seek to save by leading good and godly lives? Yet in this tale, it is the Soul that tempts the man to do evil and offers him worldly riches if only he would give up his forbidden love.

Here, as in the other three tales in the second volume, we see that Wilde's tales have become so much darker. The children are not all pure and innocent, the sacrifices made are more painful and the complications richly layered with undertones of evil. Indeed, the collection in *A House of Pomegranates* becomes so much less childlike than those in *The Happy Prince*.

Zipes surmises that it is as though Wilde had become "more painfully aware of the difficulties a 'deviate' artist would encounter in British society" (1990, p. 211), and if so, then we can draw a parallel between Wilde's personal turmoil and the fates of the fisherman and the young king who both go against what society upholds as being what is true and right:

The star-child, the dwarf, and the fisherman all die because their love and sacrifices go against the grain of their societies. Only the young king survives, but it is evident that his future reign, based on humility and material equality, will encounter great obstacles. There will obviously be no paradise on earth until it is necessary to have martyrs who lead Christ-like lives and die for the sake of humanity. (Zipes, 1990, pp. 212-213).

Wilde says it even more beautifully: "It is through the voice of one crying in the wilderness that the ways of the gods must be prepared" (1990b, para. 49).

What then, are the 'morals' in Wilde's fairy tales? How do we resolve the paradoxes of the artist and of his art?

First, the morals that any sober reader may extract from the tales: that those who give freely of themselves (of their art) are, in the end, transformed (the prince to a precious thing in God's eyes, the giant, the fisherman's grave becomes covered with white flowers, all who look at the young King see that he has the face of an angel); that those who are selfish and full of their self-importance (the rocket, the Infanta, and the star-child before his transformation) are inwardly ugly and should not get the attention and rewards they seek; that there is forgiveness and redemption following enlightenment and remorse (the giant, the star-child, the young king); that not all children are kind (the star-child, the Infanta); that not all those associated with the church and with learning are depicted kindly (the priest in "The Fisherman", the university art professor in "The Happy Prince"); and that what is not acceptable to society may yet find favor in the eyes of God.

If these, then, are the "morals" we see in his fairy tales, then they are a reflection of us, and not of the art. "All art is at once surface and symbols," Wilde says, and "those who go beneath the surface do so at their own peril. It is the spectator, and not life, that art really mirrors (Wilde, 1982, p.3). This is because criticism:

...treats the work of art simply as a starting-point for a new creation. It does not confine itself...to discovering the real intention of the artist and accepting that as final. And in this it is right, for the meaning of any beautiful created thing is... as much in the soul of him who looks at it, as it was in his soul who wrought it. Nay, it is rather the beholder who lends to the beautiful thing its myriad meanings, and makes it marvellous for us, and sets it in some new relation to the age, so that it becomes a vital portion of our lives, and a symbol of what we pray for, or perhaps of what, having prayed for, we fear that we may receive...For when the work is finished it has, as it were, an independent life of its own, and may deliver a message far other than that which was put into its lips to say...(Wilde, 1990b, *The Critic as Artist*, para. 62).

What of the paradoxes in his art? His fairy tales' unconventional endings veer away from the traditions of the genre, and even when the protagonist has redeemed himself, no happy ending is promised. There are the paradoxes, too, pertaining to: "beauty as both the root

of narcissistic malice and a reward for moral growth" (Orhanen, 2009, para. 13) as is seen in "The Star-Child"; the ugly but pure Dwarf dying as a consequence of the cruelty of the beautiful Infanta; the Nightingale dying to give the young man the red rose to win the girl's love, even if her sacrifice is for naught. Such paradoxes would seem to negate any "moral" message of inner beauty as being better than outer beauty, of goodness and love triumphing over evil and hate.

Instead of eliciting clear morals from the fairy tales then, we emerge with ambiguities and dichotomies. Instead of conveying a clear moral, the moral implications of the story seem contradictory. If we read Wilde's essays, however, especially "The Critic as Artist" (1990) where paradoxes abound in Gilbert's and Ernest's discussion and thus lend themselves to multiple, contradictory readings, we will see that the paradoxical elements in Wilde's fairy tales are part of his strategy through which he demonstrates his aesthetic credo:

All Art is immoral... except those baser forms of sensual or didactic art that seek to excite to action of evil or of good. For action of every kind belongs to the sphere of ethics. The aim of art is simply to create a mood... Art does not hurt us. The tears that we shed at a play are a type of the exquisite sterile emotions that it is the function of Art to awaken. We weep, but we are not wounded. We grieve, but our grief is not bitter. In the actual life of man, sorrow, as Spinoza says somewhere, is a passage to a lesser perfection. But the sorrow with which Art fills us both purifies and initiates, if I may quote once more from the great art critic of the Greeks. It is through Art, and through Art only, that we can realise our perfection; through Art, and through Art only, that we can shield ourselves from the sordid perils of actual existence.... (Wilde, 1990b, para. 59).

Wilde's aestheticism, then, is true philosophy: it is at the same time love of wisdom and search for knowledge as it is a code of behavior, a way of thinking, and a lifestyle. This we see in his lavish attention to details, lush descriptions, the value that he gives beautiful things in his stories, his stunningly picturesque language, and the importance that he gives to the reading experience.

Although the *l'art pour l'art* philosophy essentially argues against a marriage of art and morality, Wilde manages to show, paradoxically, how it is possible. This he does in his fairy tales, where, by providing sensuous images via lush and lavish language, he showcases not decadence, but beauty—honest and true. His aestheticism, then, becomes the moral.

The one characteristic of a beautiful form is that one can put into it whatever one wishes, and see in it whatever one chooses to see; and the Beauty, that gives to creation its universal and aesthetic element, makes the critic a creator in his turn, and whispers of a thousand different things which were not present in the mind of him who carved the statue or painted the panel or graved the gem. (Wilde, 1990b, para. 67).

References

- Agnir, L. E. (2013). The picture of Dorian Gray. Unpublished student paper, Genre Studies Honors Class, International Community School Singapore.
- Becker-Leckrone, M. (2002). Oscar Wilde (1854-1900): Aesthetics and criticism, *The Continuum Encyclopedia of Modern Criticism and Theory*. NY: Continuum Press. Retrieved October 9, 2013. <http://www.oscholars.com/TO/Appendix/Library/megan.htm>.
- Beckson, K. (1970). Oscar Wilde: The critical heritage. NY: Barnes & Noble.
- Corner, M. (1994). Introduction. The works of Oscar Wilde. UK: Wordsworth Editions Ltd.
- Langbaum, R. (1967). Introduction. In Howe, I. (Ed.). *The Victorian age: Essays in history and in social and literary criticism*. NY: Fawcett Publications, Inc.
- Macklowe Gallery. (n.d.) <http://www.macklowegallery.com/education.asp/id/270/education/Oscar+Wilde/antiques/Glossary+of+Terms/art+nouveau/Art+and+Jewelry+Terms>

- McCann, W. (1988). "Oscar Wilde in Belfast," *The Linen Hall Review*, 1988. Retrieved October 10, 2013 from http://www.culturenorthernireland.org/article.aspx?art_id=293.
- Murray, I. (n.d.). *Oscar Wilde*. Retrieved October 2, 2013 from <http://www.custom-essay.net/essay-encyclopedia/Oscar-Wilde-essay.htm>.
- Orhanen, A. (2009). Beauty as beastly: Aesthetic-ethical duality in Oscar Wilde's 'The Star-Child', *A Giant's Garden: Special Fairy Tales Issue*. Spring 2009. Retrieved October 11, 2013 from www.oscholars.com/TO/Specials/Tales/Star_Orhanen.htm.
- Quintus, J. A. (1977). The moral prerogative in Oscar Wilde: A look at the fairy tales, *The Virginia Quarterly Review*. Autumn 1977, 708-717. Online. Accessed October 5, 2013, www.vqronline.org/articles/1977/autumn/quintus-moral-prerogative/
- The works of Oscar Wilde*. Hertfordshire: Wordsworth Editions Ltd., 1994.
- Van den Wijngaart, K. (2012). *Oscar Wilde's essays and fairy tales: Aesthetic morality*. MA Thesis 2012. Retrieved October 2, 2013 from <http://igitur-archive.library.uu.nl/student-theses/2012-0928-200710>.
- Wilde, O. (1982). Preface. *The picture of Dorian Gray and other writings by Oscar Wilde*. USA: Bantam Classics.
- Wilde, O. (1990a). The birthday of the Infanta. In *The complete fairy tales of Oscar Wilde*. NY: Signet Classic.
- Wilde, O. (1990b). *The critic as artist*. (n.d.). Retrieved October 3, 2013 from www.readbookonline.net/readOnLine/480
- Wilde, O. (1990c). The devoted friend. In *The complete fairy tales of Oscar Wilde*. NY: Signet Classic.
- Wilde, O. (1990d). The fisherman and his soul. In *The complete fairy tales of Oscar Wilde*. NY: Signet Classic.
- Wilde, O. (1990e). The happy prince. In *The complete fairy tales of Oscar Wilde*. NY: Signet Classic.

- Wilde, O. (1990f). The nightingale and the rose. In *The complete fairy tales of Oscar Wilde*. NY: Signet Classic.
- Wilde, O. (1990g). The remarkable rocket. In *The complete fairy tales of Oscar Wilde*. NY: Signet Classic.
- Wilde, O. (1990h). The selfish giant. In *The complete fairy tales of Oscar Wilde*. NY: Signet Classic.
- Wilde, O. (1990i). The star-child. In *The complete fairy tales of Oscar Wilde*. NY: Signet Classic.
- Wilde, O. (1990j). The young king. In *The complete fairy tales of Oscar Wilde*. NY: Signet Classic.
- Zipes, Jack. (1990). Afterword. *The complete fairy tales of Oscar Wilde*. NY: Signet Classic.

Notes on Contributor

Louie Agnir-Paraan holds a Ph.D in English Studies (focus on Language) from the University of the Philippines in Diliman (UPD), an MA in Language and Literature from UP Baguio, and an AB in Philosophy from UPD. She finished her elementary education in St. Scholastica's College - Manila (SSC) and her high school education at the International School of Kuala Lumpur, where she was the first Asian and first woman Editor-in-Chief of the school paper. She has presented papers in local and international conferences, her current research interests being in cross-cultural language pragmatics and translation studies. She also holds regular seminar-workshop training sessions on English and professional communication for such organizations as Chevrolet, Coca-Cola, Medicard, 3M, Hedcor, Anflocor, and the Commercial Attache unit of the US Embassy.

Metaphorical Self-Perception, Presentation, and Preservation of Identities in Overseas Filipino Worker Poetry

Irish Chan Sioson

Languages and Literature Department

Abstract

This study aimed to determine the identities of Overseas Filipino Workers (OFWs) working in Saudi Arabia as revealed in the metaphors they used in their own poems. Twenty-nine poems were examined, and results showed that the major metaphors employed by OFWs to represent themselves in poems were: 1) the suffering hero; 2) the Renaissance man; 3) the bank; and 4) the unfaithful. Minor metaphors found in the sample included were: 1) the celebrated hero; 2) the sacrificial lamb; 3) the prisoner; and 4) the shopping mall. Among the metaphors used to represent Saudi Arabia, on the other hand, were: 1) as promised land; 2) as predators; and 3) as temptation. It was also found that biblical recontextualization is a notable feature in these poems. Such metaphors help clarify how the OFWs perceive themselves, and situate these proverbial “new heroes” (*bagong bayani*) in the diaspora.

Perhaps it is due to the collective, rather than individualist, culture that Filipinos are said to value their own families highly. Filipinos are generally known for being family-oriented, and possessing a strong desire for a better life for each family member. In

this case, the economic factor, coupled with the desire to support the family, may then be the strongest driving force for Filipinos to choose to work abroad. De Guzman (2003) noted that more Filipinos are drawn to the attractive employment option of working overseas – a phenomenon that has led to the OFW diaspora.

Perhaps it is the OFW's rich experiences and in predicaments which may have contributed to one form of emergent literature—the OFW literature. This is probably because according to De Guzman (2003), literary forms such as poetry, song, and fictional genres have sprung from the letter-writing practice that is encouraged among the OFWs. The purported emergent OFW literature has then “focused attention on a still uncharted side of migration history” (p. 2) and has become a venue for the OFWs to express their opinions and emotions, their success and failure, and their imagination (De Guzman, 2003).

Migration and OFWs

No longer is the OFWs' plight limited to employment and welfare issues, for it is more of a political issue. To Palma-Beltran (1992), it has become a politically-motivated practice as issues on control of terms and conditions of employment, structural changes and legislations, representations the workers in decision/ policy-making, and the “struggle against corruption within the layers of a ‘freely flourishing industry’” (p. xviii) are already involved. Hence, other problems and concerns are embedded in such issues which include power relations, subjugation, and exploitation of the human capital, to name a few. This may be so as the plight of OFWs may involve perceived inequality between the sending and receiving countries, as psychological, mental and cultural conflicts and struggles surface, and human resources become exploited to a certain extent in the process.

Situated in the OFWs' position as migrant workers, a study done by Sta. Ana (1999) on the metaphors used for immigrant workers is relevant to the present study. Using the printed media texts from the 1994 debate and campaign on the anti-immigrant referendum in California, it was found that the dominant metaphor in the texts was “immigrants as animals” with secondary mappings that reinforce the animal metaphor such as “immigrants are debased people” to include all classes of people whose dignity and worth as humans have been denied.

Historical Context

According to Kurth (1987 in Kurth & Ngo, 1988), “hunger, unemployment, the dream of easy money and an easy life on other shores...drove thousands of workers out of their own homelands” (p.3). Leaving one’s country and family despite the uncertainty of one’s lot, and the possibility of a lonely life abroad all for the benefit of loved one’s entails much sacrifice that OFWs are commonly dubbed as “bagong bayani.” Migration increased at the start of 1980s. While the decision to work abroad was drawn out of personal choice and the attraction of good fortune in another land, it was also a reflection of the lack of local job opportunities that drove Filipinos to work overseas. It was during this time then that President Corazon Aquino’s administration began to use the term “bagong bayani” (De Guzman, 2003; San Juan, 2009; Asis, 2015; Bautista, 2015) for OFWs, as a way to address unemployment issues (De Guzman, 2003). OFW’s remittances served as one of the major sources of government revenues. Furthermore, that many OFWs have experienced many tragedies (De Guzman) and continue to work abroad could also explain why they are deemed as “bagong bayani” who continue “to hold a special place in government rhetoric” (De Guzman, p. 10).

It is in this context and purpose that the study was undertaken to find out how the OFWs see and present themselves through the metaphors used in their poetry specifically on the basis of two thematic categories of poems:

- a. the notion of “bagong bayani” and love of country, and
- b. love for family and search for better life chances

With poetry as a tool for self-expression of the ideals, thoughts and feelings of the writer, it is hoped that this study could problematize the OFWs’ identities as they use this vehicle to express how they perceive or think about themselves and present these identities to the public in a creative work, and in effect, help preserve and even memorialize such identities in written work.

Metaphors

This study focused specifically on poetry written by OFWs. Given the self-expressive nature and function of OFW literature, it was the interest of the study to consider the metaphors used by the

writers as tools for expression of their thoughts and feelings, which in turn could provide a glimpse of OFWs' ideals and perceptions of their experiences, and more importantly of their identities.

While poetry is a literary genre that is considerably different from other genres such as narratives, drama or essays due to the heavy use of figurative language, and in most cases, the use of rhyme or meter and other conventions in poetry, this study analyzed the poems in terms of Lakoff's (1993) conceptual metaphor. He distinguished the poetic metaphorical expressions derived from the linguistic expression from the conceptual metaphors drawn from thought and are therefore part of the mundane, everyday language. He further defined metaphor as "*a cross-domain mapping in the conceptual system*" (p.186) and that metaphorical expression "*refers to a linguistic (a word, phrase, or sentence) that is the surface realization of such a cross-domain mapping (this is what the word "metaphor" referred to in the old theory)*" (p.186). Lakoff cautioned, though, that this does not mean that everything is metaphorical; in fact, he made a literal-metaphorical distinction to mean that the former refers to those expressions that cannot be understood in the metaphorical sense. Because metaphor is not only limited to stylistic purposes common to poetry, Fairclough (1992) asserted that metaphors can construct one's reality as they are representations of one's thoughts which then shape one's thinking, one's system of knowledge and actions, thus serving as tools for the creation of different representations of the world (Fairclough, 2003 in Blackledge, 2005). To these functions of metaphors, Beer and Landtsheer (2004 in Gavriely-Nuri, 2008) added that metaphors are used for grooming audiences and framing issues, organizing communities and facilitating cooperation, stimulating division and conflict, and mobilizing support and opposition.

Such characteristics of metaphors can also legitimize actions or practices that are normally deemed as unacceptable. For instance, Gavriely-Nuri's (2008) study on the Second Lebanon War used metaphorical annihilation to exclude or include events or agents for the purpose of mitigating certain features of war, making it a 'normal' event or a 'reasonable' action. This was achieved through the use of four dominant metaphors found in Israeli discourse: war is women's work, war is a medicine, war is business, and war is sport.

Method

The poems analyzed were obtained from De Guzman's (2003) *"From Saudi with Love: 100 Poems by OFWs."* Most of the entries contained in the compilation were entries in a poetry-writing contest held in Jeddah, Saudi Arabia in 1997 while some were personally contributed by the writers. According to De Guzman, some poems were excluded because they were either popular songs or translations of English poems. The majority of the writers were males since "Saudi Arabia was still a male-dominated country of destination for OFWs" (p. 4), while it was supposed by De Guzman that only about 7% of the remaining 70 poems were written by women because of the female pseudonyms used. She cautioned, however, that the female pseudonyms used may have been attributed to male writers who used their daughter's or loved one's names as pseudonyms. The writers were composed of skilled and semi-skilled workers with jobs ranging from managerial positions to clerical workers. This particular compilation of poems was chosen as it is of interest to this study how a specific group of OFWs, all working in Saudi Arabia at a specific period of time (late 1990's), see themselves, and that the poems were written for the same purpose of entering a poetry-writing contest and/or for the possibility of publication.

The book is divided into three general themes: 1) the "bagong bayani" idea and love of country; 2) filial love and search for better opportunities; and 3) meditations on life and other musings.

For this study, only the poems with direct relations to, and explicit statements about, working abroad were considered. Fifteen poems from the love of country and filial love categories were analyzed according to metaphors used in the poems; however, due to the varied topics of poems categorized in the last theme on meditations on life and other musings, none of these were included in the study. The poems in the last category talk about nature, folk tales, history and hobbies among others which do not bear relation to the writers' being OFWs. While such topics may be interpreted as signs of longing perhaps for their beloved country and their inclinations, there seems to be no overt association with the conditions of OFWs. Where poems were very straightforward and a conceptual metaphor may not be present or may not be possible, such poems were excluded from the analysis.

The identified metaphors were classified as “major” when one third of the sample from a particular category of poems or at least five poems employed such metaphors; “minor” metaphors are the ones which appeared in two to four poems in each poem category. The metaphors which surfaced only once were excluded from the analyses. Thus, 15 poems reflecting love of country and 14 poems suggesting love of family, for a total of 29 poems, were analyzed.

Results and Discussion

Major Metaphors from *Love of Country / Bagong Bayani*

Two major metaphors were identified in the first category which talk about love of country and the idea of “bagong bayani.” The first is the OFW as suffering hero and the second is as a Renaissance man.

**OFWs as the Suffering Hero*

Source	Lines from the Poem
1. Sonata ng Obrero	Mababang boses ng paghihirap ng pagsusumamo , ng pagmamakaawa Pumipiyok na’ng sigaw sa pagkakasakal sa sakit at pagod At ‘di alintana yaring hirap at pasakit
2. Pinili sa Puno	Kaydaming yumurak lahing umalipusta
3. Huwarang Dayuhan	Manggagawang dayo! Tinigis mong pawis, luha at dugo Sa ibayong tiis, tibay ng loob at di pagsuko/ Tawag sa Diyos , kapit sa pag-asa — ang tagumpay matatamo Karangalan mo bang dalhin ang ganito, Pinay na ang laman ay inabuso?
4. Sandali Lang Kabayan!	Maraming pagsubok, pagpapakasakit at panganib ang hindi inalintana/ Mga kalupitan at pagkawasak ng pamilya
5. Maria, Juan at Sisa	Hindi birong hirap ang sinapit ng pangkaraniwan/ Nagtiis , nagsumikap, iniyak ang pangungulila sa mga iniwan

-
- | | |
|--|---|
| 6. Si Juan: Ang Dakilang Obrero | Sanay na sa pagdurusa
Na sa bawat kislap ng ginto/ Ang katapat
ay patak ng luha o dugo
Kaydami na, di mabilang, pagyurak sa
karapatan |
| 7. Dangal-Filipino | Kaya niya ang magutom, sampal,
lait nitong amo |
| 8. Sa Lilim ng Ating Bandila | Araw-gabi hikbi't luha mapapait
na salaysay |
| 9. Bayani (Ano at nasaan
ang kahulugan) | Kami'y inapi, pinaglalaruan at
pinagmamalupitan |
| 10. Manggagawa | Dugo na ang pawis sa pagbabanat ng buto |
-

This OFW as a suffering hero metaphor involves the use of stark imageries which involve two kinds of abuse: physical and psychological. The former is reflected in lexical items that connote physical pain inflicted by an absent, but implied agent as seen in the use of the words “dugo”, “pawis”, “sampal”, “pagod”, while words that connote psychological distress include “pinagmamalupitan”, “pagyurak”, “pagpapakasakit”, and “panganib,” with “luha” at “sakit” having dual meaning, one physical and the other psychological. It is but natural for work to entail hard labor, but the intensity that these expressions carry concerns the position of OFWs in a foreign land, in that their physical labor is described in a relatively extreme manner when recounting their situation as OFWs, their work seeming to have taken a toll not only on their physical, but also on their emotional conditions. Such metaphor may further support the inequality, not only in terms of employer-employee relationship, but also as it illustrates the OFWs’ plight in terms of the powerlessness and helplessness that such expressions seem to evoke, especially considering their being residents in a foreign country. Overworked and fatigued, the OFWs presented themselves as suffering from exhaustion, human rights violation (“pagyurak”, “pinagmamalupitan”, “lait”, “inalipusta”, “inabuso”) and threats (“panganib”) in their surroundings with the implied agent as overpowering them. With their physical and emotional energy consumed by a ruling agent, this metaphor may represent the OFWs

as slaves who endured abuse, unhealthy working conditions, and other perils posed by their work. In this sense, the “OFW as a suffering hero metaphor” may be understood from one domain of experience in terms of a different domain; that is, this metaphor involves a mapping from the suffering hero as the source domain to a target domain, the OFW. As a set of ontological correspondences constitutes this mapping (“OFW as a suffering hero”), one may be able to reason about OFWs in terms of one’s knowledge used for reasoning about suffering heroes.

OFW as Renaissance Man

The second major metaphor found in the poems in this category is the Renaissance Man where OFWs present themselves as talented intellectuals who make significant contributions to different fields or “larangan.” With this metaphor, a Renaissance man, in a general sense, is a person who possesses knowledge and skills in a wide range of areas. OFWs seemed to take pride not only in their intellectual or academic abilities (e.g. “kahusayan”, “kaalaman”, “talino” and “kagalingan”), but also in their resourcefulness or versatility and “streetmartness” which is associated with the word “diskarte.” With these positive qualities that they seemed to be offering to the world, they may feel more productive in making significant contributions to the world. In this case, they may have deemed themselves worthy of being placed in a higher position. However, the notion of “brain drain” may be a primary concern here. Furthermore, as Waldorf (2008) affirmed, “Intellectual power has now become necessary for economic vibrancy, entrepreneurial spirit, and the attraction of new business form around the world” (p. 111). However, the workers use their intellectual resources for the benefit of another country, and such resources may also be abused by those who are in authority. While there may be OFWs who hold high positions in their workplace, the fact that they live in another country and are subjected to the rules and laws of the country may still suppress the talent or artistry that they possess. Furthermore, this heightens the inequality between the sending and receiving countries as such qualities benefit the foreign country more than the local country which spent for the education and training of the workers. Licuanan (1994) noted that the receiving country saves on the cost of training workers by hiring the educated.

Source	Lines from the Poem
1. Tagubilin ni Inang	Kaalama’y ipamalas nang may tanging kahusayan
2. Pinili sa Pino	O saan mang bansa, na iyong masumpungan/ Tiyak ay naroon itong si kabayan/ at sigurado kong may diskarte ito’t sideline Sa taglay mong talino kahit sino’y di uubra
3. Ang Lahing Filipino	Ipakikita sa lahat kakayahang Pinoy ninuman
4. Kabalikat, Kabayani, Kabayan	Taglay ang sipag at talino ng ilang katauhan
5. Dayuhan	Na talinong panlaba’t lakas na kalasag
6. Pinili sa Pino	Ibuhos ang iyong kagalingan Na saan mang larangan tunay na may ibubuga

Minor Metaphors from *Love of Country/ Bagong Bayani*

Three metaphors from the same category were derived from the poems: 1) as prisoner, 2) as celebrated hero, and 3) as hero - sacrificial lamb.

OFW as Prisoner

This metaphor involves the use of material objects to signal imprisonment, either literally or figuratively, in the foreign land with words such as “tanikala”, and “kulungan” and the word “preso” to refer to the imprisoned, while the word “hawla” or cage, normally used for animals was also employed, giving the impression that they may also see their situation as mirroring the life of a caged animal, i.e. degradation of human dignity. Other words that connote the prisoner image are “kasalanan”, “paratang”, “parusa” and “bitayan.” With this metaphor, injustice and suppression of freedom are strongly associated, with the OFWs seemingly having surrendered to their lot despite the false accusations (“maling paratang”) against them. Figuratively, the prison metaphor is associated with the boundaries and limitations posed by the cells or “hawla”, and here the “accused” becomes “abused” and oppressed.

Source	Lines from the Poem
1. Sonata ng Obrero	Matinis ang kalansing ng mga tanikala
2. Huwarang Dayuhan	Tindi ng init at lamig, siil na paghinga sa konkretong hawla
3. Sandali Lang Kabayan	Tingnan mo, ang daming nabulok na kas o, sa kulungan nama'y nabulok na preso
4. Katarungan	Mga kasalanang kanilang pinatong / At pagdudusahan ng mahabang panahon Wala bang panangga sa maling paratang? Tanggap ang parusa kahit sa bitayan Para parusahan isang maralita

OFW as the Celebrated Hero

The next minor metaphor is the celebrated hero which means the OFWs become models (“huwaran”) since their distinctive and commendable characteristics are worthy of emulation, and therefore they deserve shrines (bantayog) in their honor. It may also be related to the Renaissance Man metaphor as OFWs perceive themselves as flexible, simple (“simpleng tao”) individuals who use their talents for the greater good of their fellow Filipinos. However, while their heroism becomes a source of inspiration and hopefulness for Filipinos, again, similar with the Renaissance Man metaphor, their resources may have been exploited by working in another country and being taken advantage of. This may also be interpreted as the OFWs’struggle for power as they may have not fully achieved high status in the foreign country where they work, so they may somehow elevate their image to an important position. It may also be remembered that the lack of employment opportunities, and by extension, poor governance of an administration led to the use of the “bagong bayani” metaphor was which glorified overseas workers to mask unemployment issues.

Source	Lines from the Poem
1. Si Juan: Ang Dakilang Obrero	Simpleng tao ang siya ngayong bantayog na di mabuwal
2. Ang Lahing Pilipino	Adhikain mo'y ipatupad, bantayog mong titindigan Sana'y maging huwaran ka ng susunod pang lahi mo

OFW as the Hero - the Sacrificial Lamb

Finally, the minor metaphor of the sacrificial lamb identified in the samples, is different from the other two variations of the hero metaphor, suffering and celebrated, in that this kind of hero has grave experiences, giving up something that is highly-valued, even to the point of the ultimate sacrifice of either one's chastity or life. In this sense, therefore, it is an extension of the *Suffering Hero*, and the OFW as prisoner, but that more than being physically or emotionally abused, this metaphor may imply that working overseas may cost someone's dignity and even life. In their desire to help their loved ones ("sa hangad na matulungan"), OFWs present themselves as capable of giving up their life ("pinagbubuwisan ng buhay"), and that nothing, not even death, would hinder them from providing a better life for their family. With so many OFWs being jailed or executed, it may also be interpreted as the powerlessness not only of the OFWs, but also of the sending country. This again highlights the perceived inequality between the two countries, - the sending and the receiving countries as the laws that govern the receiving country are at work and the jurisdiction lies in that foreign country.

Source	Lines from the Poem
1. Katarungan	Tanggap ang parusa kahit sa bitayan Subalit nangyari'y napugot ang ulo Hatol kamatayan doon s'ya humantong Yamang aming pinagbubuwisan ng buhay sa dayuhang bayan
2. Bayani (Ano at nasaan ang kahulugan)	Sa hangad na matulungan ang kanilang ina/ na napilitang buhayin ang pamilya
3. Maria, Juan at Sisa	Nakakalungkot isipin na ang isang Maria, Juan at Sisa/ Ay sinamangpalad na madisgrasya o malagutan ng hininga
4. May Lubid na Pangarap	Mga Filipinang katulong ginagahasa

Major Metaphors from *Love for Family*

In this second category, three major metaphors were employed in the poems: 1) as bank, 2) as the suffering hero, and 3) as the unfaithful.

OFW as bank

This metaphor consists of words associated with bank terms and transactions such as “hulugan”, “allotment”, “pera”, “dolyares”, “makaipon” and “inuutang” which relates to the idea of asset-liability/gains-losses self-perception of the OFWs because they are deemed as the breadwinner of the family and hence have to provide for the needs of their families. They are somehow functioning as banks as their families may make withdrawals from the OFWs who, in turn, send remittances. By extension, it is not only their families who profit from this “banking transaction” as the sending country also enjoys such benefits which may include, according to Licuanan (1994), foreign exchange earnings, decreased unemployment rate, and increased national revenues. The line from the poem “Bilanguang Walang Pader” also illustrates these benefits to the sending country: “Pagkat **bilyong remittances kabangbayan** nalalagyan.”

The bank metaphor may also be extended to the terms and conditions involved in any banking transactions. For example, the bank (OFW) and the clients (beneficiaries) would close “deals” or agreements under certain terms, (i.e. the time period the OFW would work abroad), the “payment schemes” (i.e. whether the remittances be done on bi-monthly or monthly basis), and other conditions such as using the money for education, housing, or business purposes. Here, mutual trust is assumed, and this also further shows the economic gains (or losses) for both immediate recipients (family) and the “secondary” beneficiary (country). In terms of liabilities, the OFWs may not fully answer to their financial obligations to the family as they may spend the money for another beneficiary, for example, a mistress, as seen in the poem “Ang Sulat ni Bunso” or the mismatch between the profits and the expenses as seen in the line “Sa **sentimong kita’y piso ang gastos!**” in the poem “Bagbag sa Puso ng Isang Obrero.” Or in the case of Tonyo in “Sa Pilipinas si Tonyo’y **namuhunan**” but later was bankrupt due to excessive use of his financial resources gained as an OFW.

Source	Lines from the Poem
1. Sulat	Ilang hulugan na lang at tuluyang mapapalis/ Ang pangalan ni Ka Matias tiyak walang mintis
2. Ang Sulat ni Bunso (Gayahin ninyo ang Tatay Ko)	Dahilan sa ang allotment ika'y hindi nagkukulang Pagkain ay masarap at marami pa ring pera At ang pera mong padala ay lagi na lang kulang Kaya yaong padala mo ay iyo lang inuutang Lagi naming hinihintay ang ipadadala mong pera Pagkat mahal niya tayo kailangan makaipon Sa sentimong kita'y piso ang gastos!
3. Bagbag sa Puso ng Isang Obrero	Pagkat bilyong remittances kabangbayan nalalagyan
4. Bilanguang Walang Pader	Tuwa pagkat pamilya ko'y tumatanggap na ng pera
5. Tonyo	Sa Pilipinas si Tonyo'y namuhunan Hihiram ng pera pag sahod bayaran
6. Ang Karangalan	Sa padala kong pera ay inyong pahalagahan
7. [Untitled]	Bitbit ang alahas, dolyares at pasalubong

OFW as Suffering Hero

With the same metaphor that surfaced from the “Bagong Bayani” category, this particular metaphor of the suffering hero may be labeled as a typical metaphor for the heroism demonstrated by the OFWs. This metaphor involves the physical and emotional sufferings of the OFWs to sacrifice for their family and endure the pains they experience. This metaphor underscores, in the words of Licuanan (1994), the “psychological strain due to separation for [sic] all family members” (p. 113) that OFWs face.

Source	Lines from the Poem
1. Sulat	Malapit nang matapos ang hirap mo at pawis
2. Bagbag sa Puso ng Isang Obrero	Tigis ang pawis sa kanyang katawan/ Limpak na ang kalyo sa mga palad
3. Munting Liwanag	Pinarating ang katas ng pinaghirapan
4. To Saudi with Love	Mabibigat mong pagsubok ay aking hinarap Hapding dulot ng lungkot aking nabalikat
5. Ang Karangalan	Kahit luha at pawis ang aking sinapit
6. Aking Mahal	Anumang pait at pasakit dito sa aki'y sumapit

OFW as the Unfaithful / Tempted Spouse

The next major metaphor for the OFWs in this category is the *unfaithful* or the *tempted*. This metaphor involves infidelity to and abandonment of spouse and the children. The OFWs perceive themselves as human beings who can be tempted and can commit sin, which would affect, though not necessarily drastically change or replace, their hero image. This metaphor also sees the OFWs as lonely people who may at times give in to their weaknesses due to homesickness and absence of their spouses. This may be attributed not only to the geographical/ physical distance, but also to the emotional distance that couples experience. Long-distance relationships may pose threats to the Filipino family and may impact the family orientation of Filipinos, for this also concerns the OFWs as parents who may have inadvertently neglected their children, thus, resulting in having rebellious children. This particular issue is seen in the poem “Munting Liwanag” in which the father/ persona discovered that his son became a drug addict which led to the father’s frustration, making him a drug addict himself: *Ako naman ang nasadlak/Tulad sa aking anak na kinahihinatnan*. Licuanan (1994) also noted that such situation may lead to the “erosion of family as institution” (p. 112).

Source	Lines from the Poem
1. Ang Sulat ni Bunso (Gayahin ninyo ang Tatay Ko)	Na ikaw d'yan sa Jeddah, may TNT sa 'yong kwarto/Buntis pa raw ang TNT at sa iyo umaasa
2. Puri Kayamanan	Di matanggap kay inang kapusukan/ Di umuwi lalaki ang dahilan
3. Munting Liwanag	Ako naman ang nasadlak/ Tulad sa aking anak na kinahihinatnan
4. Isang Pagsubok	Kabayan, huwag kalimutang saan ka nagmula
5. Kuyum na Pangarap	Ngayo'y maganda at sexy dito nahumaling ang isipan

Minor Metaphors from *Love for Family*

OFW as shopping mall

This metaphor involves specific objects that family members enjoy which somehow connotes materialism. This materialistic aspect as seen in the OFWs' bringing all kinds of "pasalubong" as requested by each loved one may also be seen as compensation for their absence in the household. The OFWs also present themselves as breadwinners who have to provide for their family's basic needs and, oftentimes, even luxuries. Another consideration to be made is that the "pasalubong" are expensive ("mamahalin"), "imported", usually branded goods (e.g. "Ray-ban). In the process, while the OFWs and their families profit from the work abroad, in turn, both the receiving and sending countries also gain from the OFWs' wages.

Source	Lines from the Poem
1. Sulat	Kailan daw ang uwi at ang pasalubong Lighter at ray-ban daw ang sa tatay dalhin/ Pabango at kuwintas ang sa nanay ay ibig rin
2. Ang Sulat ni Bunso (Gayahin ninyo ang Tatay Ko)	Pagkat lahat ng gamit ko imported na galing diyari Mga kendi't tsokolate at laruang mamahalin
3. [Untitled]	Bitbit ang alahas , dolyares at pasalubong
4. Munting Liwanag	Ang sarap at luho tulad ng isang mayaman

OFW as the Celebrated Hero

This is another minor metaphor in the category *love for family*. This metaphor was employed to demonstrate that OFWs are good models for other Filipinos and worthy to be honored and have shrines (“bantayog”) built after them. The *celebrated hero* metaphor in this context is being a good model for the OFWs’ children (i.e. the children are supposed to make sacrifices willingly for their family). In the didactic poem “Ang Karangalan,” the OFW is a good example for his children to follow; however, the poem “Ang Sulat ni Bunso” is an ironic poem written in the perspective of OFW’s youngest child who addressed his father in the letter as someone whom he can idolize (“idolo”), this is because his father, to the child’s innocent eyes, is so kind that he even takes care of a pregnant woman living with the father abroad. The irony is that the woman is actually his mistress.

Source	Lines from the Poem
1. Ang Sulat ni Bunso (Gayahin ninyo ang Tatay Ko)	Kaya ikaw, aking tatay, ang gagawin kong idolo
2. Ang Karangalan	Sa ating pagsisikap ito ang kanilang tularan

Other Metaphors

It is also interesting to note other metaphors employed by the OFW writers to represent an agent directly involved in their lives, and that is the people, and by extension, the country where the OFWs work to situate further the plight of the OFWs. The metaphors used were: 1) country as promised land; 2) country/ people as predator; and 3) country as temptation.

As Promised Land

The promises of wealth, stability, and the “greener pastures” of the receiving country have led most of the OFWs to opt to leave their loved ones to provide a better life for the family. “Kinabukasan” (the future) is guaranteed as the new land promises a paradise (“paraiso”), riches (“yaman”) and honey (“pulot”). This, however, puts the sending country (i.e., the Philippines) in a weaker position vis-à-vis the receiving country. The poem “Sandali Lang, Kabayan!” further

highlights the inequality in the lines “Tayo ay Exodus ng bagong panahon/ pilit tumatakas at nais umahon” as the need to escape more from poverty and uncertainty drives them to a wealthy and secured life.

Source	Lines from the Poem
1. Tonyo	Hahanapin magandang kinabukasan / Sa Saudi ay muli niyang matatagpuan
2. To Saudi with Love	Kinabukasa’y aking kamtin Minimithing ginhawa’y sa iyo umaasa
3. Si Juan: Ang Dakilang Obrero	Nasa paraiso mang malalayo
4. May Lubid na Pangarap	Lalasapin ang pangarap na akala’y Eden
5. Sandali Lang Kabayan!	...baka nga naman yama’y makatagpo / Sa lugar ng pulot at itim na ginto o singkit at sakang o ngiti ng kano Tayo ay Exodus ng bagong panahon, pilit tumatakas at nais umahon

As Predator

This metaphor sees the people in the receiving country as wild, uncultured animals who prey on the weak, with the OFWs as victims. The OFWs see themselves in two ways: as the admirable celebrated heroes who are courageous and enduring, or as the defenseless prisoners and suffering, sacrificial lambs.

Source	Lines from the Poem
1. Katarungan	Nang hindi lamunin ng buwitreng hayok
2. Dayuhang Filipino	Pagkat ang pangakong perlas sa silangan/ Ay unti-unting nilulon ng gahaman
3. Sa Lilim ng Ating Bandila	Dahil sa “bagyong buhangin” na tangkang maniklot at sumira Manggagawang kababayan parang hayop kung turingan
4. Mapait na Karanasan	Asal hayop itong amo
5. Ang Karangalan	Kararating pa lamang niya nang matipuhan ng amo na hayok sa laman Sa mga amo na lubhang napakalupit

As Temptation

Finally, the temptation metaphor includes the image of the deceitful devil who lures or entices unsuspecting individuals into the material wealth that the receiving country offers. Similar with the predator metaphor, the OFW may fight against this poisonous (“makamandag”), cunning, but still, attractive demon (“demonyo”) either through the brave celebrated hero, who may battle any challenge that may come his/her way, or through the imprisoned, suffering and sacrificing lamb.

Source	Lines from the Poem
1. Tagubilin ni Inang	Halina’y makamandag, mapagkunwari ang pang-akit
2. Sa Lilim ng Ating Bandila	...itong among demonyo ang kaisipan

Recontextualization

Another interesting feature of the poems is the recontextualization through biblical allusions such as “Eden” in the poem “May Lubid na Pangarap,” alluding to the Garden of Eden - a paradise compared to Saudi Arabia - a peaceful and blissful paradise; the Fall of Man story as seen in the poem “Tagubilin ni Inang” where the serpent was alluded to in order to entice the OFWs to come and “taste” the fruit of the receiving country; the “Exodus” in the poem “Sandali Lang, Kabayan!” which refers to the OFWs’ flight from the Philippines to Saudi Arabia, being compared with the Exodus or departure of the Israelites from Egypt, where they experienced oppression, to Mt. Sinai, where they entered into a covenant with God; and in the biblical “pulot” or honey also in “Sandali Lang, Kabayan!” These may somehow reflect the Filipinos’ religious inclination, especially considering that majority of the poems examined included “Diyos”, “Maykapal”, and “Panginoon”, especially in poems that relate to the suffering hero (and which, by extension, to the suffering servant in the Book of Isaiah). “Exodus” and going to the “land of milk and honey” are very much reflected in the plight and flight of OFWs.

Conclusion

The metaphors employed by the OFWs to represent themselves, mirror the way they perceive, present and preserve their identities, the struggle for equal rights, opportunities, and power continues, especially considering the apparent loss of autonomy or control of OFWs over their economic, professional and personal life that they may perceive themselves as the strong celebrated hero or the weak, suffering and sacrificing victims of circumstances. The OFWs see and present themselves through the metaphors used in their poetry. While poetry is a tool for self-expression of the ideals, thoughts and feelings of the writer (or of the persona in a poem), it is hoped that this study could reveal the OFWs' identities as they use this vehicle to express how they perceive or think about themselves and present these identities to the public through creative writing.

The Filipinos abroad are part of a diaspora characterized by "movements through and between locations, and even dislocation" (Procter, 2007). Such movements, at least based on this study, may include the exodus from one's homeland to the land of "milk and honey." These movements may also concern not only the physical, but also emotional (dis)location. The diaspora may pose a threat to the Filipino family as seen in the unfaithful OFW who may have abandoned his wife and children since he finds a more geographically and, perhaps emotionally available woman closer to his location.

These metaphors provide a window to the OFWs physical, psychological, and emotional state. This does not mean to suggest, however, that identity is a fixed, objective construct that may be based solely on the use of metaphors, as identity is dynamic, relative, and even multiple. It is hoped that future studies will be conducted along this line.

References

- Asis, M.B. (2015). All in the family: Remittances, genders, and public policies in the Philippines. In T. Van Naersen, L. Smith, & T. Davids (Eds.), *Women, gender, remittances, and global development in the global south* (pp.141-154). UK: Ashgate Publishing.
- Bautista, J. (2015). Religion, sacrifice and transnational labor in the Philippines. Retrieved from <http://www.cseas.kyoto-u.ac.jp/2015/01/religion-sacrifice-and-transnational-labor-in-the-philippines/>
- Blackledge, A. (2005). *Discourse and power in a multilingual world*. The Netherlands John Benjamins Publishing Co.
- De Guzman, O. (2003). *From Saudi with love: 100 poems by OFWs*, Quezon City: UP Diliman Office of the Vice Chancellor for Research Development.
- Fairclough, N. (1992). *Discourse and social change*. Cambridge: Polity Press.
- Gavriely-Nuri, D. (2008). Metaphorical annihilation of the Second Lebanon War (2006) from the Israeli political discourse. *Discourse & Society*, 19, 5-20.
- Kanlungan Centre Foundation, Inc. (1992). *Filipina overseas domestic helpers: Issues and problems*. In R. Palma-Beltran & A.J. De Dios (eds.). *Filipino women overseas contract workers...at what cost?* Quezon City: JMC Press, Inc.
- Kurth, H. & Ngo H.L. (eds.).(1988). *Migrant overseas workers: New area of concern for labour unions*. Manila: Friedrich Ebert Stiftung and Economic Research Center University of Santo Tomas.
- Lakoff, G. (1993). *The contemporary theory of metaphor*. Available from <http://terpconnect.umd.edu/~israel/lakoff-ConTheorMetaphor.pdf>

- Licuanan, P. (1994). The socio-economic impact of domestic worker migration: Individual, family, community, country. In N. Heyzer, G. Lycklama & N. Weerakoon (eds). *The Trade in Domestic Workers* (pp. 103-115). Malaysia: Asian and Pacific Development Centre.
- Miller, J. (2015). Religion in the Philippines. Retrieved from <http://asiasociety.org/religion-philippines>
- Palma-Beltran, M. (1992). "Filipino Women Domestic Workers Overseas: Profile and Implications for Policy." In Mary Ruby Palma-Beltran and Aurora Javate de Dios, eds., *Filipino Women Overseas Contract Workers: At What Cost? Manila: Goodwill Trading*
- Procter, J. (2007). Diaspora. In J. McLeod (ed.) *The Routledge companion to postcolonial studies*. New York, NY: Routedge.
- San Juan, E. (2009). *Toward Filipino self-determination: Beyond transnational globalization*. New York: State of university of New York press.
- Sta. Ana, O. (1999). Like an animal I was treated: Anti-immigrant metaphor in US public discourse. *Discourse & Soceity*, 10, 191-224.
- Waldorf, B. (2008). The emergence of a knowledge agglomeration: A spatial-temporal analysis of intellectual capital in Indiana. In J. Poot, B. Waldorf & L.V. Wissen. *Migration and Human Capital*. UK: Edward Elgar Publishing Limited.

Notes on Contributor

Irish C. Sioson is a former faculty member of the Department of Languages and Literature of St. Scholastica's College. She is currently teaching at Thaksin University in Thailand under the Western Languages Department. She has presented her research papers in national and international conferences, and is also an Associate Editor of the Philippine ESL Journal. She has also conducted seminars on teaching strategies, research writing, assessment, and classroom management to teachers, researchers, and students. Her interests include sociolinguistics, English language teaching, and Philippine English. email address: irishsioson01@yahoo.com

A Competency Model For Entry-Level Hotel Practitioners

Amelia C. Tuble
I-Hoteleires

Abstract

The study investigated the competency gap between the current “is now” level of competency and the expected “should be” level of competency of new entrants to the Philippine hotel industry to provide a benchmark of competencies and skills for a competency model for an ideal entry-level hotel practitioner. Through a survey, a total of 241 hotel respondents rated the current and the desired levels of competencies and skills of incoming hotel practitioners. The survey yielded a preliminary list of competencies and skills, referred to as interim competency model. The designed model was validated through a face-to-face interview with human resource managers of the respondent hotels. The t-test revealed significant differences between the current and the desired levels of competencies and skills of new entrants to the hotel industry. The same finding was yielded when respondents were grouped according to their selected demographic profiles such as age, educational attainment, gender and hotel location. The ANOVA also revealed significant differences among the competencies and skills when respondents were grouped according to their departments.

Keywords: competency gap, entry-level hotel practitioner, competency model, benchmarking

The hospitality industry faces significant difficulties; among these are: a shortage of employees, high employee turnover, skill insufficiency and competency gaps (Jeou-Shyan et al., 2011). The Philippine government has intensified its drive to solve the gap between the actual skills of employees and the skills that employers expect. The high unemployment and underemployment problem in the country has been attributed to the job-skill mismatch in the Philippine employment environment.

It is a problem seen in both the private and public sectors. This study presented the perspective of the hotel industry in the problem of skills and job mismatch. The mismatch, however, cannot be wholly attributed to the ineffectiveness of the educational and training system. Rather, the mismatch is caused and compounded by the fact that relevant and timely information as regards the skills needed by the hotel industry is not readily available to the educational and training institutions. Educational and training institutions have focused instead on developing management staff, hence the increase in management courses.

The growth of hospitality programs worldwide has resulted in wide variations in program structures, curricular offerings, and course content. These prompted researchers to examine essential competencies and industry needs for informed program restructuring (Ruetzler et al., 2014).

To create and maintain a competitive advantage for the organization, the hotel industry today has adopted approaches to drive, assess, and reward the desired behavior, one of which is to examine competencies for a job. This study built on the work of the previous research investigations that identified not only the essential competencies required by managers but also the specific competencies useful in managing at a particular level (entry-level) or within specific functional areas, namely: Front Office, Housekeeping, and Food and Beverage departments.

Literature Review and Hypotheses

One of the earlier major hospitality management competency studies was done by Tas (1988) in which six of the most important competencies for hotel general-manager trainees were identified. Seventy-five (75) hotel managers were given questionnaires and the

results revealed six competencies deemed essential for hotel-manager trainees centered on human relation skills: 1) managing guest problems; 2) maintaining professional and ethical standards; 3) demonstrating professional appearance and poise; 4) communicating effectively both in writing and speaking; 5) developing positive customer relations; and 6) positive working relationship with employees. Hogan (1989) also surveyed 77 hotel managers in Tennessee to determine the kind of graduates the industry would hire. The hotel operators were interested in hiring graduates only in three employment areas – marketing and sales, food and beverage, and housekeeping management, which constituted the types of entry-level and middle-management positions regional hotels were interested in filling from the ranks of college graduates. Second in rank were in the areas of people skills, human relations and service while specialties such as engineering, computers, and finance were the areas considered last.

Hammersley and Tynon (1998) identified a common core of competencies of an ideal entry-level recreation professional of resort and commercial recreation businesses. They also determined the feasibility of a national certification program. Entry-level job descriptions used by 89 Resort and Commercial Recreation Association Organizations were collected and analyzed using job task through a computerized content analysis program resulting in the identification of 103 entry-level job requirements or qualifications. The three rounds of Delphi technique employed resulted in the classification of the entry-level job requirements/qualifications into 9 job task categories and 52 specific job competencies associated with each category. The final job task categories ranked according to importance for entry-level job performance were: 1) communication skills; 2) leadership; 3) guest services; 4) programming; 5) supervision; 6) regulations, rules and standards; 7) promotion and publicity; 8) maintenance; and 9) retail operation.

In a longitudinal study, North and Worth (1998) identified and reported changes in three out of the five workplace competencies that define effective job performance identified by the first SCANS, 1991 report. The Secretary's Commission on Achieving Necessary Skills report by the U.S. Department of Labor (1991) is made up of five competencies combined with a three-part foundation of skills and personal qualities that define the skills required to enter employment. The study on entry-level technology, interpersonal and basic skills

related to communication was undertaken to address two needs: a) to provide entry-level employment information for today's changing, competitive workplace; and b) to determine if the workplace continues over time to seek the skills and preparation that the authors of 1991 SCANS report advocated. A total of 1,800 entry-level classified newspaper advertisements from 10 standard metropolitan statistical areas in the U.S. were analyzed on the basis of key terms and descriptions in the 1991 SCANS report for technology, interpersonal and basic skills related to communication, in order to determine whether these competencies and basic skills were included.

The study showed that today's workplace continues to seek technology skills as reflected among three fourths of entry-level classified advertisements. It also showed a decline in classified ads that included interpersonal and basic skills related to communication. These skills could be expected from the applicants, but listing them in entry-level ads may not have been necessary. An industry-specific study was carried out by Harrison (1996) using the SCANS competency framework focusing on the workplace basic competencies needed by entry-level and middle-management employees as perceived by hotel/motel managers for ascertaining the importance of the skills and competencies defined by SCANS and determining demographic information of the hotel/motel managers. The survey method with a purposive sample of 232 respondents in the hotel/motel industry throughout the state of Missouri was utilized. Respondents rated the importance of the workplace basic competencies needed by their entry-level and middle-management employees using the five competency domains: 1) interpersonal skills; 2) information skills; 3) resource management skills; 4) system skills; and 5) technological skills. A significant difference exists between the mean scores of the importance ratings of the competencies needed by entry-level employees and the middle-management employees. The importance of the competencies was perceived higher for middle-managers than for entry-level employees in all the five domains. A significant difference exists between the mean scores of importance ratings of the competencies when respondents were classified by years of management experience. Less-experienced managers (1-10 years) rated all five domains higher in importance than the more experienced managers (11-40 years). Interpersonal or "soft" skills also received the highest ratings from employers for entry-level and middle-management

employees.

In response to a labor crisis, The Bureau of Business and Economic Research labor market survey was conducted for the Memphis Area Chamber of Commerce, Tennessee Department of Employment Security to determine what employers think about the current labor force and what could be improved (Buchner, 1999). It focused on the attributes of entry-level workers involving 120 companies from 11 industry types. Employers agreed that the top three most important attributes of prospective entry-level employees were: 1) having a good attitude, 2) being drug-free; and 3) having no criminal record. Employers cited the lack of skills and poor work ethic or poor attitude as among the most severe weaknesses of job applicants over the past three years. Employers' rating on the importance of employee skills with the most impact on productivity on the job showed that a very large percentage of the potential and actual applicant pool were ill-prepared for the world of work; there were shortfalls in terms of language skills (oral and written), quantitative ability, problem solving, interpersonal skills, and basic work orientation. The Memphis labor pool (1998-1999) had very poor basic skills. The work habits of entry-level workers were a huge concern across all industry types. Communication skills and appearance were so poor that 90% of the applicants were not considered.

Another hospitality management competency study was done by Chung-Herrera, Enz, and Lankau (2003) with the goal of developing a future-oriented hospitality leadership competency model for the lodging industry. Using different competency studies as bases, a preliminary behavioral competency model with 99 competencies that captured the most important dimensions of leadership behavior across several industries was constructed and faxed to 137 senior-level industry executives at various hotel companies. From the respondents' feedback, a final competency model was drafted consisting of eight key competencies such as: 1) self- management; 2) strategic positioning; 3) implementation skill; 4) critical thinking; 5) communication; 6) interpersonal skill; 7) leadership; and 8) industry knowledge together with 28 behavioral dimensions. Competency in self-management was rated highest while industry knowledge was rated lowest. The relatively low score in knowledge suggests that the importance for industry leaders of specific expertise is decreasing because industry expertise can be acquired by an adept leader, while flexibility in a

changing business environment is hard to learn and often inherent in an individual's personality and skill set. Behavioral dimensions that appear as core attributes of future leaders are ethics, awareness of customers' needs, time management, speaking with impact, and commitment to quality and team orientation. The study also showed that acquiring hotel industry expertise is not as important in a future-oriented competencies model in favor of manager's ethical behavior and strategic-management acumen.

Workplace competencies are also the concern of the education and academic sector, hence educational and training institutions should prepare graduates for workplace readiness. Rainsbury, Hodges, Burchell and Lay (2002) identified 24 competencies students and graduates perceived to be important for business graduates entering the workplace. They were also able to identify differences in ranking of competencies between students and graduates and ascertain whether students and graduates perceive hard skills to be more important than soft skills. Hard skills are associated with technical aspects of performing a job while soft skills (affective) refer to interpersonal or behavioral skills and emphasize personal behavior and managing relationships among people. These skills are regarded by many authors as complementary because successful individual performance requires both skills. Students and graduates rated computer literacy, customer service orientation, teamwork and cooperation, self-confidence, and willingness to learn as the five most important, whereas defectiveness, organizational awareness, developing others, and impact and influence on others were rated least. Willingness to learn was perceived to be most important because to be a valuable employee, one must be willing to learn new skills to keep pace with the rapidly changing workplace. The graduates perceived hard and soft skills more importantly than the students did. Individual perceptions of the importance of competencies are not static; they change as the individual progresses from tertiary studies into the workplace.

Chan and Coleman (2004) examined the skills and competencies needed for the Hong Kong hotel industry from the perspective of the hotel human resource manager at the beginning of the 21st century. The questionnaire and telephone interviews were used to gather data from 75 hotels in which 10 hotel human resource managers were invited. Based on their work experience, the human resource managers rated 18 skills and competencies according to importance for fresh

graduate employees. Having a professional attitude and being honest in the job were rated as most important. Being able to communicate in a foreign language was also important. Practical knowledge was not given a very high ranking. Supervisory skills were also considered as unimportant for a new employee. Being able to lead others effectively had the lowest rank. The employers did not expect the employees to define and solve problems on their own, as they perceived that new employees were inexperienced in this area of competency.

Overall, HR managers were not looking for higher-level managerial skills. On the basis of the interviews, the HR managers expressed that though practical skills are important, a positive attitude is the first priority that employers look for in the new graduates, not to mention commitment to work which is also important. One out of ten hotel managers interviewed mentioned the importance of educational qualifications. Educational background was not a major criterion for success in the hotel industry, especially in Hong Kong. In the past, most entry-level positions in the hospitality industry in Hong Kong put emphasis on the employee's job-related experience rather than academic qualifications. Although everyone believes in the importance of education and information technology in running a business, the hotel industry in Hong Kong still moves very slowly in recognizing this as regards employing potential managers.

Weber, Finley, Crawford, and Rivera (2009) did an exploratory study identifying the soft skill competencies in entry-level hospitality management positions. Among the soft skills were: leadership/people/relationship skills; communication management/organization; and cognitive and knowledge skills. The competencies with the highest means involved working effectively with employees and customers, setting a positive example, displaying honesty/commitment, and developing creative solutions to problems.

Jeou-Shyan et al. (2011), identified 25 top managers' competencies in the Taiwanese industry perceived to be most critical for career development. Results divided the required competencies into generic and technical dimensions. The top three most important competency domains were leadership, crisis management, and problem-solving.

Competency studies have been done for various reasons. A study conducted by Li, Peir-Yuan Patrick and Wang, Fu-Jin (2010) explored the core competencies of the industry's first-level supervisors. The

output of the study was the creation of an evaluation model for use in promotion and selection. Similarly, Diaz-Fernandez, Lopez-Cabrales, and Valle-Cabrera (2013) did a study linking employees' competencies with the creation of a skill-based compensation system.

Wide variations in program structures, curricular offerings and course content have been brought about by the rapid growth of hospitality programs worldwide, all of which have prompted researchers to examine essential competencies and industry needs. Ruetzler and colleagues (2014) explored how important various technical skill sets are perceived by students, faculty, and industry professionals today. Seven (7) key technical skills were identified: academic performance (grade point average), social networking, time management, strategic planning skills, spreadsheet acumen, and written and oral communication skills. Students placed heaviest emphasis on GPA, social networking skills, time management and oral communications skills; on the other hand, the faculty and the professionals perceived oral communication skills to be the most important technical skills required for successful management in the hospitality industry.

Overall, the literature reviewed indicated that competency assessment is a prerequisite to performance improvement or effectiveness. As can be noted, the studies also show varied, reliable, and valid methodologies to be used in a competency and skills assessment.

In view of the above studies, the following research hypotheses were formulated:

- H1: There is a significant difference between the current and the desired state of competency of entry-level hotel practitioners.
- H2: There is a significant difference between the current and the desired competencies and skills of new entrants when respondents were grouped according to their age, gender, position, tenure, educational attainment, and hotel location.
- H3: There is a significant difference between the current and the desired level of competency of new entrants to the hotel industry when respondents were grouped according to their department.

Method

The study aimed to identify and describe the current and the desired level of the competencies and skills of new entrants to the hotel industry and determine the competency gap and use it in developing a benchmark of competencies and skills as basis for a competency model for an ideal entry-level hotel practitioner in the Philippines. Twelve (12) accredited deluxe hotels in the National Capital Region participated (DOT 2003, 2004). Deluxe hotels offer luxurious, state-of-the-art facilities, modern, technologically-advanced and comprehensive services to cater to the whims and comfort of the most discerning guests. As such, deluxe hotels cater to the top of the line clientele such as dignitaries and ambassadors, businessmen, the “rich and famous” who are very sophisticated and demanding. In turn, staff requirements in these hotels may be more stringent than their lower class counterparts. Table 1 shows the profile of the participants of the study.

Table 1 *Profile of Respondents*

Key Departments	Frequency	Percent
Key Departments	Frequency	Percent
Food and Beverage	74	30.7%
Human Resource	61	25.3%
Front Office	70	29.0%
Housekeeping	36	14.9%
Total	241	100.0%

The steps undertaken in the development of a competency model were as follows:

Step 1 involved perusal of related literature and studies. Different competency studies such as the SCANS Competency Framework (1991, 2000) and that of Evers, Rush and Berdrow (1998) were used as starting point to come up with a list of the competencies, skills, abilities and personal qualities essential to entry-level employees in the hotel industry.

Industry-specific competencies such as those of ANTA (2000), TESDA (2003), and the TIBFI (2004) were added to capture the uniqueness of the hotel jobs. The questionnaire was subjected to a reliability analysis and it showed high alpha level (0.9734).

Step 2 required data gathering from the perspective of hotel managers and their staff on the current and the desired level of competency of the target group using a 5-point Likert scale where: 5-exemplary, 4-proficient, 3-nearing proficiency, 2-novice, 1-not applicable/ have not observed/don't know. A total of 241 hotel respondents rated the current and the desired level of competencies and skills of the target group.

Step 3 involved examining the data collected from the survey to identify relevant competencies. Differences between the current and the desired levels of competency were identified to determine the competency gap utilizing t-test and ANOVA.

Step 4 involved ranking according to importance of the eight clusters of competencies and skills that new entrants must possess to function at an effective level in the workplace. This is referred to as an interim competency model.

Step 5 constituted the validation of the interim model through a one-on-one interview with selected human resource managers of the respondent hotels, thus testing the accuracy and relevance of the interim model. Through the quantitative data from the survey and the qualitative data from the interview, the model was refined. This final test determined if the competency model had strong face validity (Cheetham & Chivers, 1998).

Findings and Discussion

New Entrants' Competencies and Skills (IS NOW)

The target group was rated to be proficient in their personal qualities such as being trustworthy, courteous, honest, willing to learn new things, professional in appearance and poise, punctual, flexible, service-oriented, responsible and self-confident. The new entrants were also found to be proficient in their interpersonal skills, specifically in their ability to build friendship, to adjust and relate well to people of varied backgrounds, and to be team players who contribute to group efforts. Similarly, the new entrants were found

to be proficient in their ability to listen. The findings gave insights into the strengths and weaknesses of new entrants and reinforced the study of Anderson (2002) where skills identified as most important were generic workplace skills. These were attendance, honesty, positive attitude, carries share of work, punctuality, works well with co-workers, and follows intent of oral directions and instructions. In the study, many of the employees were deficient in the skills required for entry-level employment. Furthermore, the study was guided by the document entitled 21st Century Skills for the 21st Century Jobs as cited by Paulson (2001) where attitudes and personal characteristics such as: 1) honesty, 2) integrity, 3) good work ethics, 4) flexibility, 5) responsibility, and 6) ability to self-manage were summarized as desirable workplace skills. Tourism employers need people who can demonstrate positive attitudes and behavior, responsibility and adaptability. They need people who can think and show willingness to learn and people who can work and communicate with others. The target group was, however, found to be just nearing proficiency in their current communication, problem-solving, decision-making, planning and organizing, leadership and influence, and technical skills, thus the target group has inadequate competencies and skills in these six areas of competency. Table 2 shows the mean distribution and verbal interpretation of the overall "IS NOW" state of competencies and skills of new entrants.

Table 2 *"IS NOW" State of Competencies & Skills of New Entrants*

Competencies & Skills	Mean	Interpretation
Communication Skills	3.41	Nearing Proficiency
Problem Solving Skills	3.17	Nearing Proficiency
Decision Making Skills	3.13	Nearing Proficiency
Interpersonal Skills	3.51	Proficient
Planning & Organizing Skills	3.31	Nearing Proficiency
Leadership & Influence Skills	3.26	Nearing Proficiency
Technical Skills	3.14	Nearing Proficiency
Personal Qualities	3.72	Proficient

New Entrants' Competencies and Skills (SHOULD BE)

The top 15 competencies and skills that the target group was expected to have are as follows: 1) trustworthy; 2) punctual; 3) courteous; 4) willing to learn; 5) honest; 6) responsible; 7) service-oriented; 8) professional appearance and poise; 9) flexible/multi-skilled; 10) confident; 11) friendly; 12) knowledgeable in the hotel business; 13) team player; 14) a good example to others; and 15) a good listener. The findings gave information on what the hotel industry expects of a new entrant to function effectively in the workplace and provide information on the ideal level of competency that should be possessed by those wanting to work in the hotel industry in the Philippines. These top competencies and skills described by the respondents refer to the soft skills. The hotel respondents put premium on soft skills over and above hard skills.

The findings are also congruent with the findings of Chan and Coleman (2004) who reported that human resource managers in Hong Kong agreed that having a professional attitude, being honest, being a team player, being responsible, and having a genuine desire to help people top the list of skills and competencies most important to newly graduated employees. However, the manager respondents did not give a very high ranking for practical knowledge. They also agreed that leadership skills and problem-solving skills were not expected of new employees as they perceived them to be inexperienced in this area of competency; thus, they gave new employees the lowest ranking in this area. The findings seem to reinforce the idea that the respondent hotels no longer focus only on technical abilities. A complete picture is needed to determine whether someone is right for the job or doing it well (Cook & Bernthal, 2004). The new entrants are expected to be proficient in the seven identified competencies and skills namely: 1) communication; 2) problem-solving; 3) decision-making; 4) interpersonal; 5) planning and organizing; 6) leadership and influence; and 7) technical skills but are expected to be exemplary in their personal qualities. Table 3 presents the mean distribution and verbal interpretation of the overall "SHOULD BE" state of competencies and skills of new entrants.

Table 3 “*SHOULD BE*” State of Competencies & Skills of New Entrants

Competencies & Skills	Mean	Interpretation
Communication Skills	4.41	Proficient
Problem Solving Skills	4.34	Proficient
Decision Making Skills	4.35	Proficient
Interpersonal Skills	4.47	Proficient
Planning & Organizing Skills	4.45	Proficient
Leadership & Influence Skills	4.39	Proficient
Technical Skills	4.17	Proficient
Personal Qualities	4.71	Exemplary

The Competency Gap

A comparison of the current and desired states of competencies and skills also shows that the target group was indeed deficient in all areas of competencies and skills. This connotes that the target group has fallen short of what the industry practitioners expect of an incoming hotel employee. The t-test revealed a significant difference between the current and the desired levels of competency of the new entrants. The computed t-value of all the eight clusters of competencies and skills is greater than the critical t-value of -1.96. The difference between the actual and the expected competencies of new entrants is the competency gap where the mismatch exists. The findings show that of the eight clusters of competencies, decision-making skills ($sd=0.92$ and a mean difference of -1.22) had the biggest gap. This was followed by problem-solving skills ($sd=0.84$ and a mean difference of 1.17). Higher decision-making skills and problem-solving skills are required more than the actual skills possessed by the new entrants. The smallest difference was in interpersonal skills and personal qualities ($sd=0.79$ and mean differences of -0.97 and -0.98) respectively. The new entrants' actual skills in these areas were close to standard requirements. Table 4 depicts the mean distribution, standard deviation, t-value and P-value of the competency gap.

Table 4 *The Competency Gap*

Competencies & Skills	Mean	Std. Deviation	Computed t -value	Sig.(2- tailed) p-value
Communication Skills	-1.00	0.83	-18.6	0.000 *
Problem solving Skills	-1.17	0.84	-21.6	0.000 *
Decision Making Skills	-1.22	0.92	-20.7	0.000 *
Interpersonal Skills	-0.97	0.79	-19.0	0.000 *
Planning & Organizing Skills	-1.14	0.85	-20.8	0.000 *
Leadership & Influence Skills	-1.13	0.83	-21.2	0.000 *
Technical skills	-0.91	0.81	-11.3	0.000 *
Personal Qualities	-0.98	0.79	-19.3	0.000 *

* (<.05) significant

Ranking of Competencies and Skills when Respondents were grouped according to their Demographic Profile.

The t-test revealed a significant difference in the rating of the new entrants when respondents were grouped according to their age, educational attainment, gender, and hotel location. The older age group (30 years old and above) rated the target group lower in their current interpersonal skills than the younger age group (20-29 years old) but thought that the new entrants were insufficient in their actual interpersonal skills. They rated the new entrants higher in their desired personal qualities than the younger age group. Overall, the older age group had higher expectations of the new entrants in their personal qualities than the younger age group. Table 5 shows the findings in tabular form.

Table 5 *T-test result on significant differences when respondents were grouped according to their gender*

Competencies & Skills	Male	Female
Interpersonal Skills “SHOULD BE”	4.37 Proficient	4.57 Exemplary
Planning & Organizing Skills “SHOULD BE”	4.32 Proficient	4.58 Exemplary
Leadership & Influence “SHOULD BE”	4.28 Proficient	4.49 Proficient

Competencies & Skills	t-value	Sig. (2-tailed)	Result
Interpersonal Skills “SHOULD BE”	-2.666	0.008 *	significant
Planning & Organizing Skills	-3.186	0.002 *	significant
Leadership & Influence Skills “SHOULD BE”	-2.487	0.014 *	significant

* (<.05) significant

Respondents with lower educational attainment (college undergraduate) rated the target group lower in their required level of competency as regards their planning and organizing skills. They also rated the new entrants lower in their required level of competency as regards their personal qualities (Table 6). The lower rating compared to their graduate counterparts may be attributed to the fact that they have not earned their degrees yet; thus, they had lower expectations.

Table 6. *T-test result on significant differences when respondents were grouped according to their educational attainment*

Competencies & Skills	College Graduates Mean	College Undergraduates Mean
Planning & Organizing Skills “SHOULD BE”	4.51 Exemplary	4.33 Proficient
Personal Qualities “SHOULD BE”	4.43 Proficient	4.35 Proficient

Competencies & Skills	t-value	Sig (2-tailed)	Result
Planning and Organizing Skills “SHOULD BE”	-2.923	0.004 *	Significant
Personal Qualities “SHOULD BE”	-2.083	0.038 *	Significant

* (<.05) significant

Female respondents had higher expectations than males as regards the new entrants' interpersonal skills, planning and organizing skills, and leadership and influence skills (Table 7). Incoming female employees are usually assigned to jobs requiring guest contact hence the need for higher competencies in the said skills.

Table 7. *T-test result on significant differences when respondents were grouped according to their gender*

Competencies & Skills	Male	Female
Interpersonal Skills "SHOULD BE"	4.37 Proficient	4.57 Exemplary
Planning & Organizing Skills "SHOULD BE"	4.32 Proficient	4.58 Exemplary
Leadership & Influence "SHOULD BE"	4.28 Proficient	4.49 Proficient

Competencies & Skills	t-value	Sig. (2-tailed)	Result
Interpersonal Skills "SHOULD BE"	-2.666	0.008 *	significant
Planning & Organizing Skills "SHOULD BE"	-3.186	0.002 *	significant
Leadership & Influence Skills "SHOULD BE"	-2.487	0.014 *	significant

* (<.05) significant

Bay area hotel respondents rated the new entrants' current level of technical skills higher than the commercial area hotel respondents, signifying that the former may have been hired on the basis of their possession of these competencies and skills (Table 8). Bay area hotel respondents rated the new entrants higher in their desired technical skills than their commercial area hotel counterparts signifying that the former had higher expectations of the technical skills of new entrants compared to their commercial area hotel respondents' counterparts. Contrary to the general observation, they may have more stringent requirements in as far as the technical skills of the new entrants were concerned. They may also have had a greater need for skilled incoming hotel employees.

Table 8. *T-test result on significant differences when respondents were grouped according to hotel location*

Competencies & Skills	Commercial Area Hotels	Bay Area Hotels
Technical Skills "IS NOW"	3.04 Nearing Proficiency	3.26 Nearing Proficiency
Technical Skills "SHOULD BE"	4.03 Proficient	4.34 Proficient

Competencies & Skills	t-value	Sig. (2-tailed)	Result
Technical Skills "IS NOW"	2.08	0.038 *	significant
Technical Skills "SHOULD BE"	3.304	0.001 *	significant

* (<.05) significant

Ranking of Competencies and Skills when Respondents were Grouped by their Department

The ANOVA revealed a significant difference in the rating of new entrants when respondents were grouped according to their departments. The Human Resource (HR) department respondents rated the new entrants higher than the Housekeeping department respondents in their ability as team player and in their ability to contribute to group efforts (p=0.039) – a dimension of interpersonal skills. The HR respondents had higher expectations of the target group than the Housekeeping respondents.

The Housekeeping department respondents rated the new entrants higher than the Food and Beverage (F&B) (p=0.027) and Front Office (FO) (p=0.022) respondents in as far as their ability to demonstrate basic working knowledge of housekeeping operations is concerned. The Housekeeping respondents had higher expectations than their F&B and FO counterparts. The departments' main task is to ensure that the main product of the hotel (guest rooms) is ready for sale. Their main responsibility is to clean and prepare guest rooms and to maintain the cleanliness of the hotel common areas such as the lobby entry, main rest rooms, foyer, meeting and pre-function areas. The department must determine what rooms are to be cleaned, and which are available or occupied.

The F&B respondents ($p=0.007$) rated the new entrants highest when compared with the FO ($p=0.029$) and the HR respondents in their ability to demonstrate basic working knowledge of the hotel business, its objectives, its products and services – a dimension of technical skills. The F&B respondents had the highest expectations of the new entrants. The F&B service employees in particular were expected to possess the competency since they acted as salespersons of the hotel. They must be familiar with specialties and offerings and hours of operations of restaurants outlets, so they can recommend these to hotel guests. The F&B respondents also rated the new entrants higher ($p=0.000$) than the front office respondents in terms of their working knowledge of food sanitation and safety – also a dimension of technical skills. The F&B respondents' had higher expectations of the new entrants than the FO respondents. Both the F&B production and service employees handle highly perishable goods, thus food sanitation and safety is a must. Findings are shown in table 9.

The F&B department respondents rated the target group the highest compared with their front office ($p=0.000$) and housekeeping ($p=0.033$) counterparts with regard to the target groups' ability to demonstrate basic working knowledge of dining room service and operations, bar and beverage operations, hot kitchen production and operations, and cold kitchen production and operations. These are all dimensions of technical skills and are competencies and skills expected of F&B personnel since these are their main tasks. The F&B respondents had higher expectations of the new entrants' technical skills. Several respondents reasoned that experience was required even for new entrants in the food and beverage production department. At the very least, an on- the-job training was necessary. A lower rating was reported by the FO respondents for technical skills. Many tasks in the FO department could be learned while on the job. The lower rating reported by the F&B respondents for the ability to demonstrate basic working knowledge of pastry production and operations may have been due, however, to the small sample size from the pastry area.

Table 9. ANOVA result on significant differences when respondents were grouped according to their departments

Competencies & Skills "SHOULD BE"	Department	Department	Sig. p-value
Interpersonal Skills: A team player & contributes to group effort	HR Department 4.69 Exemplary	Housekeeping 4.28 Proficient	0.039
Technical Skills: Demonstrates basic knowledge of the hotel business, its objectives, its products & services	HR Department 4.34 Proficient	Front Office 4.64 Exemplary Food & Beverage 4.69 Exemplary	0.029 0.007
Technical Skills: Working knowledge of food sanitation & safety	Food & Beverage 4.66 Exemplary	Front Office 3.83 Proficient	0.000
Technical Skills: Demonstrates basic working knowledge of housekeeping operations	Housekeeping 4.47 Proficient	Food & Beverage 3.84 Proficient Front Office 3.81 Proficient	0.027 0.022
Technical Skills: Demonstrates basic working knowledge of dining room service operations	Front Office 3.60 Proficient	Housekeeping 4.47 Proficient Food & Beverage 4.49 Proficient	0.033 0.000
Technical Skills: Demonstrates basic working knowledge of bar and beverage operations	Front Office 3.53 Proficient	Food & Beverage 4.39 Proficient	0.000
Technical Skills: Demonstrates basic working knowledge of hot kitchen production & operations	Front Office 3.40 Proficient	Food & Beverage 4.30 Proficient	0.000

* (<.05) significant

The FO respondents ($p=0.027$) rated the target group higher than the Housekeeping respondents in their current ability to understand diverse views and show sensitivity to individual differences – a component of interpersonal skills – and in their current ability to demonstrate basic working knowledge of guest reservations ($p=0.025$). The FO respondents also rated the target group higher than the F&B respondents ($p=0.045$), HR respondents ($p=0.013$), and the housekeeping respondents ($p=0.030$) in their current ability to demonstrate professional appearance and poise – a component of personal qualities. Table 10 shows the findings.

The Food and Beverage department respondents rated the target group higher than the HR respondents in their current decision making skills ($p=0.048$) and in their actual working knowledge of food sanitation and safety ($p=0.026$) – a component of technical skills. When the competency and skill were directly related to the main task of the department, higher ratings were obtained. The results imply that the new entrants possessed these competencies and skills, and they may have been hired for this reason.

The Front Office department respondents rated the target group higher than the HR respondents in their current ability to contribute to group problem solving – a component of problem solving skills ($p=0.033$) and in their actual knowledge of the hotel business, its objectives and its products and services – component of technical skills ($p=0.010$).

Table 10. ANOVA result on significant differences when respondents were grouped according to their departments

Competencies & Skills "IS NOW"	Department	Department	Sig. p-value
Interpersonal Skills: Understands diverse views & show sensitivity to individual differences	Front office 3.59 Proficient	Housekeeping 3.11 Nearing Proficiency	0.027*
Technical Skills: Demonstrates basic working knowledge of guest reservations	Front Office 3.50 Nearing proficiency	Housekeeping 2.94 Nearing proficiency	0.025*
		Food & Beverage 3.65 Nearing Proficiency	0.045*

Personal Qualities: Demonstrates professional appearance & poise	Front Office 4.06 Proficient	HR Department 3.56 Nearing Proficiency Housekeeping 3.53 Nearing Proficiency	.013* 0.030*
Problem Solving Skills: Ability to contribute to group problem solving	HR Department 2.89 Nearing Proficiency	Front Office 3.37 Proficient	0.033
Decision making skills	HR Department 2.86 Nearing Proficiency	Food & Beverage 3.25 Nearing Proficiency	0.048
Technical Skills: Demonstrates basic working knowledge of the hotel business, its objectives, its products & Services	HR Department 3.18 Nearing Proficiency	Front Office 3.69 Proficient	0.010
Technical Skills: Working knowledge of food sanitation & safety	HR Department 3.00 Nearing Proficiency	Food & Beverage 3.53 Proficient	0.026

Through a face-to-face interview with the human resource managers, the preliminary model was validated, as shown in Table 11. Based on the human resource managers’ responses, it is therefore safe to say that the model has earned the seal of approval of industry experts.

Table 11 *Validation results*

Items	Mean	Interpretation
1) To what extent does the model describe the most important aspect of work of new entrants to the hotel industry?	4.57	To a great extent
2) To what extent are the categories clear and complete?	4.71	To a great extent
3) Does the model sufficiently capture the behavior of an ideal new entrant to the hotel industry?	4.57	To a great extent
4) To what extent can the model be adopted for recruitment and selection?	4.57	To a great extent
5) To what extent is the model sound?	4.71	To a great extent
6) To what extent is the model flexible?	4.86	To a great extent

The Final Competency Model

The study was undertaken to develop a benchmark of competencies and skills to serve as basis for a competency model for new entrants to the hotel industry. Based on the face-to-face interviews with the human resource managers of the respondent hotels, modifications were made on the interim competency model. Changes made on the model were modest although important, and they involved the rearrangement of the competencies and skills according to their level of importance (see Appendix A).

The validating group was in agreement that the personal qualities of a new entrant are the first most important consideration that employers would look for in an incoming hotel employee. The target group has very little or no experience yet, thus, their personal qualities are of vital importance. Personal qualities include being service-oriented which refers to the ability to operate with the customer's best interest in mind. Since the nature of the hotel business is customer service, it goes without saying that one must have an accommodating attitude. The hotel employer also expects the new entrant to demonstrate professional appearance and poise. Christou's (2002) and Tas (1988) rated this attribute as the third most essential competency of management trainees. New entrants must not only be mentally suitable but must also be physically fit for the job. Some of the hotel respondents emphasized that the new entrant must possess the physical attributes needed for particular jobs such as being Chinese-looking if one were to be assigned to a Chinese restaurant. Height was a requirement for some positions such as that of a guest service officer and big body size for those whose job requires them to carry heavy luggage. The findings correspond to the job requirement cited in a deluxe hotel advertisement (March 17, 2005) for the front office, food and beverage service, and the management trainees that put premium on personal qualities such as being courteous and well-groomed, and having a pleasant disposition. The hotel practitioners also expect new entrants to demonstrate willingness to learn new things, since after hiring, training commences for new entrants to adapt to the personality or culture the hotel wishes to project as its image. The findings of the study also confirm the results of the investigation done by Weber and colleagues (2009) that identified integrity, honesty,

courtesy and respect among the top soft skills needed in the entry-level hospitality management positions.

The second most important competency is comprised of the communication skills of the new entrant. Front office agents are expected to possess this being the front liners. The same is true for jobs that require guest interaction. Some respondents emphasized that 90% of their guests are English speaking. The ability to communicate effectively in oral and written forms is a must for new entrants. The findings match the job advertisement (March 17, 2005) that invites applicants for employment as front desk agents, food servers/waiters/cashiers and management trainees who are articulate or proficient in oral and written communication. Other hotels and resort businesses require incoming hotel employees to possess not only an adequate command of oral and written English but also expect proficiency in other languages such as Mandarin, Korean, German, and Japanese (job ad, March 10, 2005). TESDA (2003) confirmed that there is a need for tourism workers to be equipped with communication competencies regardless of position, rank, and salary to include conversational Japanese, Chinese, French, and other languages aside from English. The findings of the study further confirm the report of Ryzetler, et al.(2014) that both the professionals and the faculty respondents perceived oral communication skills to be the most important skills.

The third most important competency has to do with the interpersonal skills of the new entrant. This includes the ability to adjust and relate well to people of varied backgrounds. The hotel caters to varied clientele of different nationalities; thus, the competency that understands diverse views and shows sensitivity to individual differences is a must. This is especially true for positions that require guest contact and are critical in providing good guest service such as the telephone operator, the concierge, and the reservationists. This is a unique feature of hospitality positions; thus, strategies for coping with demanding customer interactions are usually encountered while working on the job. DeMarco (2000) stated that future competency requirements for entry-level positions or the frontline employees include people skills to be able to work with diverse customers and guests. Interpersonal skills and team skills were also reported as paramount skills in the document *21st Century Skills for 21st Century Jobs* as cited by Paulson (2001). Correspondingly, some respondents

noted that the ability to get along with co-workers as well is vital for harmonious co-existence in the workplace.

The fourth most important competency pertains to the planning and organizing skills of new entrants. Critical tasks such as checking in and out of guests, arranging hotel bookings for front office staff, planning ahead and scheduling which room to clean first if a room have to be done immediately and planning and organizing day-to-day activities are a must for housekeeping staff. Thus, the ability to set priorities and allocate time efficiently to accomplish tasks is a must for new entrants. Time pressure is a common experience in the hotel industry. The tasks to be accomplished in the housekeeping department, for example, are so numerous that 12 hours of work per day is not enough to get the job done. Ensuring that guestrooms are cleaned well on time, that soiled linen and napery are processed prior to distribution deadlines, and that public areas and offices are cleaned before and after rush hour, are some of the tasks of the department (Casado, 2000). In addition, a room attendant should be able to allocate time efficiently, set priorities, and figure out which room to clean first to be able to finish cleaning 12-15 rooms in 8 hours. Time management, therefore, is an essential competency.

The fifth important competency consists of the leadership and influence skills of new entrants. New entrants face clients, and this is where their ability to convince and persuade is needed; thus, influence skills are important but to a limited extent. The majority of those queried believed that new entrants should have exemplary skills in the ability to lead as good examples to others. The possession of leadership qualities to achieve organizational goals was also ranked as an essential competency for management trainees (Christou, 2000). Leadership skills are needed to facilitate work, to influence co-workers, and negotiate on professional matters (Tas, LaBrecque & Clayton, 1996). Respondents agreed that they are on the lookout for leadership potential in new entrants but thought that this competency is developed on the job. The findings are congruent with SCANS report on the kind of competencies and skills that entry-level workers must have particularly the ability to persuade and convince others (SCANS 1991, 2000). The findings also confirm Rothwell's (1996) outline of the essential competencies for future workers particularly knowing how to lead others positively to achieve desired results. Furthermore,

in Lefever and Withiam's (1998) study, hotelier participants answered that one way for hospitality-education programs to prepare graduates for the industry was to offer leadership courses. The study aimed to gain industry view of the effectiveness of the hospitality education curricula. The relative weight for leadership competency was highest and consistent with the investigations of Jeou-Shyan and colleagues (2011).

The sixth and seventh important competencies are decision-making and problem-solving skills of the new entrants. To a limited extent, new entrants make decisions on the spot particularly when attending to guests' complaints and inquiries and when deciphering whether to give in to guests' requests for discounts. Thus, the ability to think, decide, and reason out objectively is essential in hotel jobs especially for guest contact employees like the front office clerk and receptionist, beyond which new entrants have to consult their supervisors. Respondents think that this competency is developed on the job and is more for supervisory and managerial positions. However, hospitality organizations deal with a changing market and a more demanding clientele which, in turn, also requires a flexible workforce, the kind that could make decisions on the spot. Hence, decision making skills are still important though not a necessity.

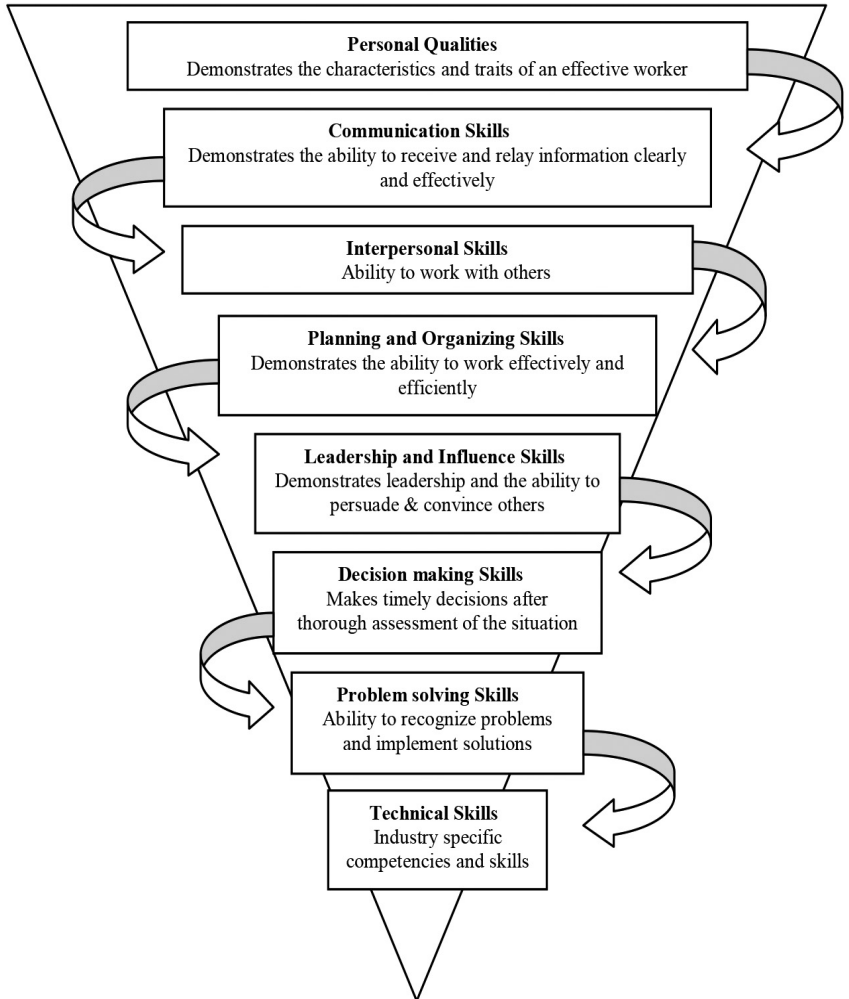
The eighth and the least important are the technical skills of the new entrants. Technical skills refer to industry specific competencies and skills. Some tasks in the hotel could be learned while on the job, which is especially true for the food and beverage service staff, front office clerk, room attendant, receptionist, concierge, and guest relations officer – the top six positions assigned to new entrants where new entrants get hired even without experience. New entrants also go through the six-month probationary period during which they are trained for particular positions in the hotel. The hotel merely requires a basic knowledge of the tasks assigned to new entrants. For positions in the food and beverage production (chefs), an apprenticeship or OJT is the minimum requirement. For the housekeeping department, technical skills also play a higher role. A job experience of 6 months to one year is required. For regular positions in the hotel, experience is also a must since they supervise the new and casual employees. Technical competencies were identified as second in importance to leadership skills, closely followed by interpersonal skills in the study

of Kay and Russette (2000). This shows the significance of technical knowledge and possibly hands-on training, including hospitality-student internships. Technical skills were valued over interpersonal skills for both entry and middle-level food and beverage positions. The findings disconfirmed the results of a previous study where technical skills ranked last in importance. The findings, however, are in conformity with the findings of Tas, La Brecque, and Clayton (1996) suggesting that technical skills were lowest in importance. Proficiency in technical skills includes computer literacy. Thus, all workers need to be computer savvy, since a high performance, high productivity, and high wage economy is entwined with advances in information technology (Paulson, 2001). Computer literacy is a requirement in the hotel industry as communicated in the job advertisement (March 17, 2005) of a deluxe hotel. The top seven competencies and skills can be determined during the job interview and are reflected in the resume of the potential hotel employee. Proficiency in technical skills is assessed by actual testing of the skills.

In the model shown below, arrows were added to illustrate the flow and emphasize the decreasing importance of the competencies as one moves down to the bottom of the inverted pyramid. The model has earned the stamp of approval of the validating group. The eight clusters of competencies and skills are defined to provide enough details about the competency so that someone using the model can recognize the competency in action, probe into it, and recommend development actions as well as observe opportunities for competence.

THE FINAL COMPETENCY MODEL

Entry level hotel practitioner’s competencies and skills arranged according to importance as identified by hotel managers and job holders



Competencies and Skills Definitions for New Entrants to the Philippine Hotel Industry

Personal Qualities:

- Trustworthy
- Punctual and meets regular office reporting;
- Observes and extends courtesies to all;
- Demonstrates willingness to learn new things and seeks continuous learning;
- Honesty/Integrity;
- Responsible, demonstrates the ability to take responsibility;
- Service-oriented and demonstrates the ability to operate with the customer's best interest in mind;
- Flexible, adapts to changing situations and can fill in diverse jobs or multi-skilled;
- Demonstrates professional appearance and poise;
- Demonstrates self confidence and a self starter.

Communication Skills:

- Ability to receive, attend to, understand and respond to verbal and nonverbal messages and act accordingly;
- Ability to understand and interpret written information and documents such as manuals and schedules to perform tasks
- Ability to convey verbal information to others and respond to a conversation effectively;
- Ability to write formal business letters and reports and express ideas clearly on paper.

Interpersonal Skills:

- Ability to build friendship;
- A team player and contributes to group effort;
- Ability to adjust and relate well to people of varied backgrounds;
- Understands diverse views and shows sensitivity to individual differences;
- Ability to handle disagreements with peers
- Planning and Organizing Skills:
- Ability to allocate time efficiently;
- Ability to meet deadlines and schedules;

Demonstrates the ability to set priorities;
 Ability to outline a process/procedure to accomplish a goal/
 plan/task to be done

Leadership and Influence Skills:

Ability to lead as a good example to others
 Ability to coordinate work with others;
 Ability to convince and persuade others;
 Ability to give directions and guidance to others;
 Ability to initiate change to enhance productivity.

Decision-Making Skills:

Ability to make quality decisions;
 Ability to make decisions on the basis of thorough analysis
 of the situation;
 Ability to generate alternative ways in meeting objectives;
 Ability to make decisions in a short period of time

Problem-Solving Skills:

Ability to generate and analyze possible alternatives
 to a problem;
 Ability to analyze the source of a problem or situation;
 Ability to identify problems;
 Ability to contribute to group problem solving

Technical Skills:

Demonstrates basic knowledge of the hotel business,
 its objectives, its products, and services;
 Demonstrates basic work knowledge of guest relations;
 Demonstrates computer literacy (Microsoft word, Excel,
 PowerPoint, Email, Fidelio, Micros etc.);
 Demonstrates basic work knowledge of guest reservations;
 Demonstrates work knowledge of sanitation and safety;
 Demonstrates basic work knowledge of dining room service
 and operations;
 Demonstrates basic work knowledge of bar and beverage
 operations;
 Demonstrates basic work knowledge of housekeeping
 operations;

- Demonstrates basic work knowledge of hot kitchen production and operations;
- Demonstrates basic work knowledge of cold kitchen production and operations;
- Demonstrates basic work knowledge of pastry production and operations

Conclusion

The findings of the study show that there is a significant difference between the current and the desired state of competency of entry-level hotel practitioners.

The findings present a significant difference between the current and the desired competencies and skills of new entrants when respondents were grouped according to their age, gender, educational attainment, and hotel location.

The findings also show that there is a significant difference between the current and the desired level of competency of new entrants to the hotel industry when respondents were grouped according to their department.

The findings give insights into what the industry expects. Thus, they would benefit student trainees and incoming hotel employees with respect to their own preparation for employment and future career planning. Information on the strengths and weaknesses of incoming hotel employees could encourage them to persevere in order to improve on areas they are weak at and upgrade their competencies, thereby enhancing their employability. Also provided is information for curriculum development in hospitality management course offerings, as pointed out in the competencies and skills for inclusion in a course syllabus. A focus on activities to undertake in order to meet industry needs and demands is necessary. The model provides a hierarchy of competencies needed in entry-level hotel positions and can be used as a decision making tool for recruitment, selection, hiring, and placement since it could serve as a guide when conducting interviews in hiring to ensure person-organization fit. National agencies concerned with workforce planning such as the Department of Labor, the Department of Tourism, the Commission on Higher Education, and training institutions could use the model

for policy formulation to prepare potential hotel workers for future jobs. This could also prepare society for more productivity in the challenging years ahead.

One of the limitations of the study, though, is the small sample size of respondents for some departments. Only four key departments of the respondent hotels were included in the study. However, the study has shown the applicability of the framework in assessing actual and expected competencies of new entrants as well as in providing a meaningful comparison. This is an innovative approach to human resource management and the competency-based framework in the Philippine hotel sector. Furthermore, the study has made a theoretical and methodological contribution to knowledge since it utilized a competency framework to assess the competency gap and to develop a model of entry-level hotel competencies. Future researchers may do a similar study for managerial positions in other segments of the hospitality industry such as restaurants, resorts, and clubs.

References

- Anderson, P. (2002). Employer's expectations for entry-level employees in Prince Georges' County, Maryland. The George Washington University. Electronic Resource. 63-03 Sect:A 0896
- Australian National Training Authority (ANTA, 2000). Key competencies. Retrieved: May 6, 2005 from http://cms.curriculum.edu.au/the_cms/tools/new-display.asp?seq=6481
- Buchner, M. (1999). The Critical Need for Workforce Development. Business Perspective Vol. XII Issue 1 Fall 1999
- Casado, M. A. (2000) *Housekeeping management*. New York. John Wiley and Sons Inc.
- Chan, B. & Coleman, M. (2004). Skills and Competencies needed for the Hong Kong hotel industry: The perspective of the hotel human resources manager. *Journal of Human Resources in Hospitality and Tourism*. 3(1) 3-18
- Cheetham, G. & Chivers, G. (1998). The Reflective Practitioner: A model of professional competence which seeks to harmonize

the reflective practitioner and competence-based approaches. *Journal of European Industrial Training*. 22 (7) 267 -276.

Christou, E. (2000). Revisiting competencies for hospitality management: Contemporary views of the stakeholders. *Journal of Hospitality & Tourism Education*, 14 (1) 25-32.

Chung-Herrera, B. Enz, C. and Lankau, M. (2003, June). Grooming Future Hospitality Leaders: A Competencies Model. *Cornell Hotel and Restaurant Administration Quarterly*, 44(3)17-27.

Cook, K. & Bernthal, P. (2004). Job/Role Competency practices survey report. Development Dimensions International, Inc. Washington Pike, Bridgeville. PA

DeMarco, L. (2000). Paper presented to the Human Resource Asia Pacific Conference on Human Resource Management in Hotels and Restaurants. October, 2000, at the EDSA Shangrila Hotel, Manila

Department of Tourism List of Accredited Hotels (2003, 2004). Office Tourism Standards, Accreditation Division

Diaz-Fernandez, M., Lopez-Cabrales, A., & Valle-Cabrera, R. (2013, February). *International Journal of Human Resource Management*. 24(3), 643-666.

Evers, F. Rush, J. and Berdrow, I. (1998). *The Bases of competence, skills for lifelong learning and employability*. San Francisco, CA: Jossey-Bass Publishers.

Hammersley C. & Tynon, J. (1998). Job competency analysis of entry-level resort & commercial recreation professionals. *Journal of Applied Recreation Research*, 23(3), 225-241.

Harrison, W. (1996, May). Workplace basics competencies (SCANS) needed by entry-level and middle-management employees as perceived by hotel/motel managers. Doctoral Dissertation: University of Missouri-Columbia. Retrieved from. <http://www.missouri.edu/~pavtwww/abstracts96/harrison.html>

Hogan, John J. (1989, November). What industry needs from academe. *The Cornell Hotel and Restaurant Administration Quarterly*. 30(3), 96-99.

- Jeou-Shyan, H., Hsuan, H., Chih-Hsing, L., Lin L. & Chan-Yen, T. (2011). Competency analysis of top managers in the Taiwanese hotel industry. *International Journal of Hospitality Management*, 30:1044-1054.
- Kay, C.K. & Russette, J. (2000, April). Hospitality management competencies. *Cornell Hotel and Restaurant Administration Quarterly*. The Hotel School Hospitality Management Cornell University, 41(2), 52-63.
- Lefever, M.M. & Withiam G. (1998, April-September). *Cornell Hotel and Restaurant Administration Quarterly*, 39(4), 70-78.
- Li, Peir-Yuan Patrick; Wang, Fu-Jin (2010). *International Journal of Organizational Innovation*. Fall :140-160,
- Nath, R. & Raheja, R. (2001, April-September). Competencies in hospitality industry. *Journal of Services Research*, 1(1), 25-33.
- North, A. B. &Worth, W. E. (1998) Trends in advertised SCANS competencies: Technology, interpersonal and basic communication job skills, 1992 –1996. *Journal of Employment Counseling*, 35(4), 195-106.
- Paulson, K. (2001). Using competencies to connect the workplace and postsecondary education. Measuring what Matters. Competency Based Learning Models in Higher Education. San Francisco, CA: John Wiley and Sons Inc.
- Rainsbury, E. Hodges, D. Burchell, N. & Lay, M. (2002). Ranking workplace competencies: Student and graduate perceptions. *Asia-Pacific Journal of Cooperative Education*, 3(2), 8-18.
- Rothwell, W. (1996). ASTD models for human performance improvement: Roles, competencies and outputs. ASTD Press: American Society for Training and Development
- Ruetzler, T., Baker, W., Reynolds, D., Taylor, J. & Allen, B. (2014). Perceptions of technical skills required for successful management in the hospitality industry-An exploratory study using conjoint analysis. *International Journal of Hospitality Management*, 39,157-164.

- Tas, R. F (1988). Teaching Future Managers. *The Cornell Hotel and Restaurant Administration Quarterly*. August, 29(2), 41-43.
- Tas, R., LaBrecque, S. & Clayton, H. (1996). Property management competencies for management trainees. *Cornell Hotel and Restaurant Administration Quarterly*. The Hotel School Hospitality Management Cornell University. 37(4), 90-96.
- Technical Education and Skills Development Authority (TESDA) (2000). Labor Market Intelligence Report. <http://www.tesda.gov.ph/services1issue17.asp>.
- Technical Education and Skills Development Authority (TESDA) (2003, April 9). Tool competencies.
- The Secretary's Commission on Achieving Necessary Skills (SCANS) (1991, 2000). U.S. Department of Labor.
- Tourism Industry Board Foundation, Inc., (TIBFI) (2004, March 8). National Sectoral Skills Plan for the Tourism Industry Draft Industry Working Group.
- Weber, M.R., Finley, D.A., Crawford, A., & Rivera, D. (2009) An exploratory study identifying soft skill competencies in entry-level managers. *Tourism and Hospitality Research*, 9(4), 353-361.

Notes on Contributor

Dr. Amelia C. Tuble is an associate professor of the Institute of Hotel, Leisure and Restaurant Management at St. Scholastica's College, Manila, Philippines. She finished her Masters in Food Service Administration at the University of the Philippines, Diliman. She holds a Doctor of Philosophy in Human Resource Management from the University of Santo Tomas. Dr.Tuble is also a registered Nutritionist-Dietitian. She was the practicum coordinator of the hotel and restaurant management unit which served as link between the hotel and restaurant industry and the school where she taught for several years. Currently teaches in the masters program at Philippine Women's University, Taft, Manila. Her interests include developing students' skills and competencies and coaching culinary competitions.

Reaching out to the unreached: A qualitative assessment of the quality aspect of the project Applied Academic for Excellence (APEX)

John Christian C. Valeroso
Social Sciences Department

Abstract

This qualitative study probed into the quality feature of Project Applied Academic for Excellence (Project APEX), an initiative undertaken by the Southeast Asian Ministers of Education Regional Centre for Innovation and Technology (SEAMEO-INNOTECH), for the purpose of providing education opportunities to communities especially in rural areas through a clear-cut linkage between secondary schools and community development framework. In-depth interviews were conducted with a select group of students (n=8), teachers (n=10), and the project head from San Pedro National High School. Field texts were subjected to vertical and horizontal analyses to identify recurring themes. The condensed meaning units and themes went through a member-checking procedure to ensure data trustworthiness. The study eidetically and interestingly revealed the qualities of Project APEX through the different Moves identified. Through this study, government and other educational agencies are invited to formulate practical and sound approaches toward further improvement of education programs in the country.

Keywords: Project APEX, quality, assessment, San Pedro National High School

Education plays a vital role in the lives of people living in developing countries. This is widely regarded as the road to economic progress, the key to scientific and technological development, the way to stop unemployment, the basis of social equity, and the hub of political socialization and cultural vitality (Chimombo, 2005). It is extremely difficult for developing countries to gain from the global knowledge-based economy without education. This is the reason why the United Nations Educational, Scientific and Cultural Organization (UNESCO) initiated a regional expert meeting in 2011 to promote the right to quality education. This also reaffirmed the commitment of the member countries to promoting this right and eventually fostering cooperation for education.

The school, as a service organization, has the main task of providing education to people. It must have a strong emphasis on the child's act, creativity, and initiatives (Saito & Tsukui, 2008). However, schools cannot pursue this very significant task alone. People within the community should also do their part in providing education especially to the youth sector. There is an urgent need to study the process of trials to reform the school (Saito & Tsukui, 2008). Therefore, a link between school and community shall be established. This link may also be regarded as a pro-poor intervention (James, 2003) because it will eventually solve issues concerning economic and social instability within the community. This link will also address issues within the education sector because developing countries have non-related educational expenditures (Rodrigo & Baker, 2002).

Notably, the Southeast Asian Ministers of Education Organization Innovation Technology (SEAMEO INNOTECH), a research center that encourages innovative and technology-based solutions to address problems in the education sector (Salamanca Conference, 1989) initiated a project known as the Applied Academics for Excellence (APEX). The said project is aimed at ensuring the availability of education in communities especially in rural areas. Through the years, SEAMEO INNOTECH has been acquainted with other Asian countries as well in confronting common problems together through an all-Asian mechanism for cooperation. The heads of state and education secretaries of the different countries have further enhanced this cooperation. SEAMEO INNOTECH also gained external support from other countries such as the United States, Canada and some parts of Europe (Salamanca Conference, 1989). This external support from

the US has helped in funding the curriculum development project of APEX as well as its expansion in different areas in the Philippines (Project APEX Laguna, 2006).

Project APEX is a community-based project that links secondary schools to the development framework of the community through meaningful alliances and local education governance. Partnership between education provider and corporate industries may gear toward the development of the community. This partnership helps develop an institution's ability to offer a wider content base with course offerings designed at the level and interests of students enrolled (Omar & Chiam, 2010). Since APEX deals with the development of the education sector in a particular area, it exposes students to different hands-on applications, interactive peer learning, and exciting activities, which strengthen the foundation, technical, and life preparation skills in pursuit of post secondary education and a career of choice (Project APEX Operations Manual, 2008).

The main objective of this study was to conduct a qualitative assessment of project APEX from an outside or external vantage point. Stubbs (2010) stated that qualitative assessment focuses on a specific aspect of the project. This kind of assessment is flexible and helps in addressing every decision made for the project by the stakeholders involved (Stubbs, 2010; Schilling, 2006). Failure to assess a project may lead to the inability to form new insights or receive information that was not anticipated (Westat & Horizon, 2001). Without an assessment, the so-called "unanticipated consequences" (Fretchling & Westat, 2002) might prevent an inherent relationship between evaluation and project or program implementation. Moreover, lack of information regarding stakeholders might also cause the failure of a project.

Such an attempt is vital because it will also provide information that will help the project. Through this study the researcher hoped to identify the distinct characteristics of the project and ascertain how it has contributed to the community in the rural areas. Moreover, this attempt made by the researcher would look at the extent to which the qualities of the project have been effective during Project APEX' implementation. Any project effort is bound to face the challenges of monitoring and assessment (Project APEX Laguna, 2006).

Project APEX can be considered as a vehicle for lifelong learning (Omar & Chiam, 2010) and a perfect move to combat poverty and

unavailability of education in a community. Also, this should be considered as something that is never-ending and can never reach perfection (Saito & Tsukui, 2008), and that is the main reason why assessment will play a fundamental role within project APEX.

Assessment Using the Logic Model

Theoretically, this study was anchored on the Logic Model. For more than 20 years, the Logic Model process has been used by program managers and evaluators to describe the effectiveness of their programs (McLaughlin & Jordan, 1999). This particular model depicts logical linkages among inputs (University of Wisconsin-Extension, 2003; Frechtling & Westat, 2002) or program resources (McLaughlin & Jordan, 1999), activities or process (Frechtling, 2002; McLaughlin & Jordan, 1999), outputs (University of Wisconsin-Extension, 2003) or outcomes (University of Wisconsin-Extension, 2003; Frechtling & Westat, 2002; McLaughlin & Jordan, 1999). When a specific program has been characterized in terms of this structure, critical procedures of performance can be already recognized (McLaughlin & Jordan, 1999). Questions for the different stakeholders of the project were patterned after this model in order to identify the distinct characteristics of Project APEX.

The Logic Model is a storyline or graphical representation of processes in real life with assumptions upon which an activity is expected to lead to a specific result (Millar, Simeone, & Carnevale, 2001). This particular model describes a cause and effect relationship. It explains the sequence of events thought to bring about benefits or change over time. It also represents the chain of reasoning that links investments to results (University of Wisconsin Extension, 2003).

The Logic Model can be considered as a systems model that shows the correlation of interdependent parts that together make up the whole (University of Wisconsin-Extension, 2003). In dealing with the concept of systems thinking, it is already given that the total program is greater than the sum of the individual parts. Since the Logic Model emphasizes the characteristics of the project in terms of its planning and implementation, this model is appropriate to use in this study that deals with the project's quality and accessibility.

The Quality Aspect of the Project

In this study, the researcher addressed several factors touched by the concept of qualitative assessment. One of these is the concept of project quality, which, when considered especially in education can address and solve current issues and debates (Heyneman, 2004). Quality of a project is defined as an improvement of all its participants (Cornick, 1987). This study will prove that the concept of quality will definitely play an essential role for project implementation.

O'Sullivan (2006) and Slack, Chambers, and Johnston (2004) argued that quality as a framework of culture and tradition, behavior, social relations, economic and political life can address problems and issues within a particular project. This definition will identify the concept of quality as something that refers to "fitness of purpose" (Council of Higher Education Accreditation, 2001) or "fitness for purpose" (Kazaz & Talat Birgonulb, 2005). It means that the concept of quality may be regarded as a way of meeting and adapting to generally accepted standards. Different stakeholders involved in the project determined conformance to factors that brought quality to particular projects. Pondering over this vital point may lead it to become a factor that will resolve issues concerning the state of education in developing countries since many of these are still considered poor (Sullivan, 2006).

A program can be considered as a "quality program" if we measure it by identifying the level of implementation of the project which corresponds to project conditions and stipulation (Bubshait, 1994). It can also be considered as a quality program if it can identify indicators that will expose other possible problems within it (Motala, 2001).

Cogitating quality in building projects will ensure that the tasks are completed correctly (Kazaz & Talat Birgonulb, 2005). According to Kazaz et al, (2005) and Oliver and Qu (1999), deliberating on the project's quality would also identify different problems and reveal anomalies within its implementation. However, considering the concept of quality is not an easy task in project evaluation. Pond (2002) stated that the assessment of the quality of educational program and activities has been quite a challenge in the 21st century, and for which different methods like Internet, videos and other electronic media are being used. Several studies have been done extensively in other countries such as Turkey, United States, Ireland, South Africa,

Saudi Arabia and Australia, but this study regarding the qualitative assessment of project APEX, considering its quality, is the first of its kind in the Philippines.

Moreover, in dealing with these issues concerning quality, the engagement of community in different collaborative works is very helpful in solving social issues and may invite government and funding support (El Ansari, 2005). Schools cannot always grant students with individual and cultural competencies required to become successful in the education sector (Editorial in the *International Journal Education Research*, 2004). Improving the quantity and quality of training can result in greatly more successful and competent academic learning. This is a manifestation where the community can really contribute, directly or indirectly through its resources (Wallace & Walberg, 1991). This partnership between schools and communities will provide strong accountability for the students involved and can make large differences in achievement because of the diverse nature of partnership.

Chervin and colleagues (2005) divulged that partnership with community can solve different problems. However, their study also revealed that lack of strength within that partnership would result in insufficiency of its function. Strengthening the partnership between schools and communities will prepare professionals for taking new directions in their life (Sutherland et al., 2005). Most of the studies concerning this partnership were done in Australia, Spain and the United States. Hence, this paper may well constitute a pioneer study in the country. Epstein (2001) also stated that partnership between schools and community could support the learning of the students. Therefore, the good partnership between schools and communities can develop different competencies.

These competencies may either be a leadership competency (Mozhgan et al., 2011) or an entrepreneurial competency (Passow, 2007). First is student leadership competency. Student leadership competency development can assist politicians, planners, and higher education authorities in making their policies and plans that target leadership growth and progress. It also assists in directing their university programs toward student leadership growth development (Mozhgan et al., 2011).

Second is entrepreneurial competency. Entrepreneurial competency is the combination of all entrepreneurs' necessary traits for sustainable success and entrepreneurship, including attitudes,

values, beliefs, knowledge, skills, abilities, characteristics, wisdom, expertise (social, technical, managerial) and mental and behavioral tendencies (Passow, 2007).

It is vital for programs and projects for education to be informed of the qualities that are valued by employers in the industry. It is the function of education agencies to plan and execute projects that are aimed at preparing a workforce that is relevant to the needs of stakeholders or employers. Education agencies have the accountability to give the youth sector relevant experience in the field that they may eventually become professionals with rational skills and the capacity to apply theory to realistic situations (Ramli, 2010).

Quality is a concept that has been extensively studied in repetitive operations. However, Geraldi and colleagues (2011) averred that this concept remains under-researched in projects. This paper aims to advance the significance of quality in a qualitative assessment of a program or project. Hence, from the foregoing related literature review, this question was raised: **What characterizes the best practices of Project APEX?**

Method

This study employed a qualitative approach which is necessary in this study, for it considers the context or setting (Creswell et al., 2007) in which people discuss their outlook regarding a specific project. Creswell also added that the qualitative approach encourages the voices of participants, as well as their personal biases and interpretations, which are not directly documented in positivistic studies.

Another reason for using a qualitative approach is the focus on assessing project APEX. Since this study emphasized how project APEX contributed to the competency level of the students, students' career path success after attending school and the rate of their participation in this project, the qualitative approach was deemed appropriate in describing life as it is lived in real situations (Pratt, 2005). Adler and Adler (1994), Atkinson and colleagues (1994), Denzin and Lincoln (1994), Richards (1994), Stake (2010) and Patton (1990) cited that a qualitative approach is the best method in assessing a project because it would determine complex, differential and sensitive impacts, processes involved, and potential consequences.

Research design

The descriptive-evaluative design according to Project Star (2006) can help the assessor determine whether the program is operating as planned. Van Wyk (2012) stated that this design would provide an accurate and valid representation of variables under study while considering input, process and output. Such design will address challenges that will contribute to the improvement of the project. Project Star (2006) also added that this would help in providing the feedback about the services that a project offers and will determine whether the program is producing the types of outputs and necessary outcomes, thus clarifying program processes, goals, and objectives.

Selection/Subjects and Study Site

SEAMEO INNOTECH. The Southeast Asian Ministers of Education Organization (SEAMEO) was established on November 30, 1965. SEAMEO's primary objective is to advance collaboration among the Southeast Asian nations through culture, education, and science. To accomplish SEAMEO's goal to have a "one consolidated center" (instead of many), an Innovation Technology (INNOTECH) was established. In 1981, the Philippine government recognized the formal request of the SEAMEO Council to perpetually host SEAMEO INNOTECH, a research and study center built on the grounds of the University of the Philippines in Quezon City.

Students under the curriculum of project APEX. The students involved in this study were the beneficiaries of project APEX in Laguna specifically those from the following schools: Pulo National High School, Biñan National High School, and San Pedro Relocation Center High School (Project APEX Laguna Terminal Report, 2006). These students were pursuing higher education or careers and enterprises of their choice (Project APEX Operations Manual, 2008).

Instrumentation and Data Collection Procedure

1. Interview. The interview conducted with the stakeholders involved (school heads, teachers, students, local government, project APEX team) was scheduled at a time most convenient to them. The interview focused on the stakeholders' experiences and perspectives on the overall quality and accessibility of

project APEX. Significant data collected were used to provide an eidetic portrait of the project's contribution to the communities in Laguna through its unique curriculum that connects Math, Science and TLE to the development framework of the community.

2. Documentation. Documentation would be very helpful in the study of project APEX because it will verify the proper titles and the names of the stakeholders involved. The researcher gathered all the necessary documents by visiting the INNOTECH library and the schools that implemented the unique curriculum.

After gathering all the important documents such as letters, memoranda and other form of communication, administrative documents, formal studies, evaluation from the past, as well as other articles from mass media, the premise that this study is the first of its kind was reinforced. Documents that the researcher gained from the SEAMEO INNOTECH and the information given by the project head to the researcher provided specific details to support information from other sources. This strengthened the assessment of the project because the operation manual, and the terminal and final reports of the project supported some of the distinct characteristics, particularly those that are related to leadership development and student-centered lessons and strategies that the researcher identified in this study. Moreover, through documentary analysis, significant inferences were drawn within the project (Yin, 2003). However, Yin (2003) reminded researchers to treat inferences as clues worthy of further investigation rather than as definitive findings since inferences could later turn out to be false leads.

Mode of Analysis

The researcher followed the steps of the Kelly grid (also known as repertory grid), which was based on the works of George Kelly on the personal construct theory (Kelly, 1955). The repertory grid was a very effective method in this project evaluation because it highlighted the way people involved in this study adjust to recognized regularities and recurring experiences. The normal process of the repertory grid involves initiating a topic for investigation, identifying a set of elements, obtaining a set of constructs that differentiate these

fundamentals, and relating the fundamentals to construct (Bannister & Mair, 1968; Fransella, Bell, & Bannister, 2004).

Findings and Discussion

From the cool and warm analyses of the sharing of the participants, this study yielded interesting conceptualizations of the program quality features of link, share and facilitate Project APEX. Interestingly, the Quality Moves of Project APEX are valuable inputs in identifying sound policy measures and in restructuring efforts that ensure the overall success and viability of the program delivery.

Table 1. *The quality moves of Project APEX*

Moves	Thrust	Input Variable	Product
Linking Move	Community Orientation	Student Involvement	Heightened awareness and involvement in addressing community problems
Sharing Move	Teacher Orientation	Teacher Dialogue	Improved instructional delivery for better student engagement
Facilitating Move	Resources Orientation	Project Head and Local Government Unit Provision	Better provision of relevant and up to date teaching and learning resources

The Linking Move

It is interesting to note that Project APEX is typified by its Linking Move that the school and community. As a move, it involves the students in rural areas to become part of the solution to the different problems in the community. As verbalized by stakeholders:

“Students are assigned to different community problems such as water pollution in Laguna. The students analyze the quality of sample water from the river and determine the pollutants. Whatever findings they discover must be reported to the community.”

Students are very much involved in this project. As articulated by one of them: “We also help in solving the problems of the community.” In this study, the Linking move of Project APEX, it was found out, heightened the awareness and involvement of students in addressing community problems. As shared by the project head: “Through Project APEX, the students conduct an investigation regarding the different community problems... Students become aware of the employment issues because of their lessons about the community.

Lessons being taught under Project APEX are very much connected to what is happening in the community. Students gain more knowledge and experience from these lessons that prepare them for life after school. When asked about the experiences of the students about their lessons, the project head stated that: “They are able to connect the projects in the needs of the community.” These kinds of lesson are clearly evident in the following verbalizations from among the stakeholders:

“Students are benefited because they are exposed to contextualized instruction, where they see the importance of what they are doing in the classroom to what is expected of them once they go out of the school.”

“Lessons match the business and development need of community.”

The Sharing Move

The second move, known as the Sharing Move of Project APEX, concerns the teachers engage themselves in exchanging knowledge, skills, methods and strategies. As shared by one of the teachers: “We widen our knowledge then we have to impart what we have learned to the students.

In this study, teacher respondents collectively think that the dialogues, trainings, workshops and seminars conducted by different experts from Project APEX and fellow educators can help improve instructional delivery aimed at student engagement. As one of the teachers shared: “I talk to my colleagues after class and we have sharing of ideas to enhance ourselves and teach well under Project APEX.”

Through dialogues, teachers are able to exchange ideas and practices inside the classroom and engage students actively in activities

and classroom discussions. Another teacher added that: “Students are given the chance to lead the group because in this project, everyone should be given a chance to play in the learning process.” Some of the students become satellite leaders and teach their fellow classmates to raise their grades and improve their performance in class. The teachers serve as a guide and students are taught to become independent and do things on their own. The stakeholders observed:

“They (teachers) allow the students to use their creativity and higher order thinking skills. The teachers would assign satellite leaders or lead learners so they will not be the only who will teach.”

“The teacher acts as facilitator and students learn how to be independent.”

“The teacher is more of a facilitator of learning that is the reason why it is considered student-centered.”

The Facilitating Move

While the first two quality moves of Project APEX focus on the teachers and community, respectively, it is interesting to note also that resources are part of the project’s priority. The last move, known as the facilitating move of project APEX, characterizes how the local government and project head supports the education sector in rural areas by providing relevant and up-to-date teaching and learning resources. As shared by the respondents:

“The government provides monthly financial assistance for the project implementation in school.”

“They gave us modules and training. They discuss about the things that we should do.”

Respondents interpreted resources as adjunct to their performance both inside and outside the classroom. These resources are used by the students especially in their research study, and for the different assignments given to them by their teachers. As shared by the students:

“There are laptops, a desktop, projectors, and all the necessary components that would help us in learning and doing our assignments.”

“We have two classrooms for TVE. There are tables, dishwashing area, sink, cooking range, refrigerator, and microwave ovens.”

Surprisingly, one of the students considered these resources as something new and unusual. When asked about these resources, he shared that: “We have printers and scanners, which I thought was a xerox machine. I was amazed with the scanner. Also, there are cordless mouse.”

These resources are not only for students. As verbalized by a participant: “Our school implements that the teachers should have lapels because our teachers tend to lose their voice when they keep on speaking.”

Another teacher added that: “There are trainings and preliminaries that would introduce one to the project.” Resources are also intended to improve the lessons being delivered by the teachers. One of the teachers said: “The learning materials such as books, modules and different technologies provided by the project are very helpful in the development of the lesson.”

Through heeding and studying the discernments granted by the respondents, an accessibility game plan of Project APEX emerged. It depicts the process by which the project made education accessible to the people in rural areas through the participation of different key players in the community.

Discussion

Project evaluation is vital in the implementation of a project or program especially if the nature of evaluation is external. An external evaluation pinpoints the effectiveness (Frechtling & Westat, 2002; Blank, 1993) of a project and facilitates decision-making. Interestingly, this study revealed the different moves of the project, namely: linking, sharing, and facilitating moves. These moves describe the quality of the Project Applied Academic for Excellence (Project APEX) and define the project’s role as a catalyst of change in the education sector especially in rural areas in the country.

As shown in the study, the first move identified as the *linking move* is typified by the connection between the school and the community, and it involves the students in rural areas as they become

part of the solution to the different problems in the community. In countries like New Zealand and Romania, establishing a connection between academic institution and community leads to community development (Voyle & Simmons, 2009) and cooperation (Margaritoiu & Simona, 2011). Initiating connection between school and community could raise the level of awareness of the students about the different community issues and at the same time prepare them for life after school especially when looking for employment or pursuing further studies. The said finding invites school administrators and local government to initiate more tie-up projects and activities that focus on the empowerment of the students under Project APEX.

Another move identified in this study is called the *sharing move*, which consists in how the teachers engage themselves in exchanging knowledge, skills, methods and strategies. Similarly, Motala (2001) stated that when teachers share their knowledge with one another, it may lead to different education reforms. As implied, sharing of experiences and best practices can initiate better assessment among educators through a close examination of their teaching strategies and the determination of whether or not these strategies contribute to their students' learning and development. This move challenges every school to have such practice of sharing because through this, senior faculty members can guide the new faculty members with their experiences, and in exchange, the new generation of educators can share their knowledge with regard to new strategies and technologies.

Moreover, the sharing move also involves the use of dialogues which allows teachers to exchange ideas and practices inside the classroom and enables students to become highly engaged in activities and classroom discussions. Such practice is related to the study of Mozghan et al. (2011), in which they identified that experience in classroom and school environment, such as students being appointed as a leader and their engagement in several school activities can contribute to the development of the students. As seen in this study, the relationship between and among students and teachers may result in the development of their leadership skills. It may be inferred that leadership opportunities provided by Project APEX deepens and nurtures student's creativity and management skills through their participation as satellite leaders. Through the sharing move of the project, teachers are hereby challenged to initiate student-centered lessons.

It is interesting to note that in this study, Project APEX embraces the *facilitating move* that is typified by how the local government and project head support the education sector in rural areas through their provisions and up-to-date teaching and learning resources. In relation to other studies, the involvement of different facilities, tools and equipment in an educational project may result in a competitive output and outcome (University of Wisconsin-Extension, 2003; Frechtling & Westat, 2002; McLaughlin & Jordan, 1999). Further, similar studies proved that investment in education can solve issues and debates among people in the institution (Heyneman, 2004) and that, government funding and support can bring improvement to education (El Ansari, 2005). The use of advanced facilities could make a significant change in students' academic performance considering the kind of experience that this project gives to them through the following activities: hands-on learning using the different equipment, educating students to gain better understanding of new technologies, and gaining deeper knowledge on how to apply their lessons in the school in the real-life workplace. The unique role of facilitating move challenges both the government and educational institutions to prioritize the availability of different facilities, equipment and tools especially in the rural areas.

Conclusion

The major intent of this study was to conduct an initial assessment of Project APEX. Interestingly, in this study the quality moves of Project APEX surfaced, namely: the *linking, sharing, and facilitating moves*, and they offer a number of implications. From the themes identified, this study has eiditically described how the project head, together with the school and local government, initiates activities that will improve the project and the education sector in the rural areas. The *linking move* invites school administrators and local government units to initiate tie-up projects and activities that focus on the empowerment of the students under Project APEX. The *sharing move* challenges every school to the practice of sharing because through this, senior faculty members can guide the new faculty members with their experiences, and in exchange, the new generation of educators can share their knowledge with regard to new strategies and technologies. Lastly, the *facilitating*

move challenges both the government and educational institutions to prioritize the availability of different facilities, equipment, and tools especially in the rural areas.

Only a few studies have been done on external assessment of an educational project. Although this study offers limited student and teacher involvement, it can still offer practical approaches and improvement in other education programs in the Philippines. It is important that this study be replicated by considering the same model and process used in this educational project in evaluating other projects and programs to gain more eidetic description of the phenomenon. Such studies would contribute to a better understanding of different education programs.

References

- Adler, P. A. and P. Adler (1994). Observational Techniques. *Handbook of Qualitative Research*. (N. K. Denzin and Y. S. Lincoln.) London,UK, pp.377-392
- Atkinson et al., (1994). Qualitative Study.
- Bannister, D., & Mair, J. M. M. (1968). The evaluation of personal constructs. *London: Academic Press*.
- Blank, R. (1993) Developing a system of education indicators: Selecting, Implementing, and Reporting Indicators. *Educational Evaluation and Policy Analysis*, 15 (1, Spring), 65-80.
- Bubshait, A. (1994). Owner involvement in project quality. *International Journal of Project Management* 1994 12 (2) 115-117
- Chervin, D. et al. (2005). Community capacity building in CDC's community coalition partnership programs for the prevention of teen pregnancy. *Journal of Adolescence Health*, S11-S19.
- Chimombo, J. (2005). Issues in Basic Education in Developing Countries: An Exploration of Policy Options for Improved Delivery. *Journal in International Cooperation in Education*, Vol. 18, No.1, pp. 129-152.
- Cornick, T. (1987, June) Quality management forum report. *Department of Construction Management, UK: University of Reading*.

- Council of Higher Education Accreditation. (2001). Glossary of key terms in quality assurance and accreditation. *Available at: http://www.chea.org/international/inter_glossary01.html*.
- Cresswell, J., Hanson, W., Clark Plano, V., Morales, A. (2007). Qualitative research designs: selection and implementation. *The Counseling Psychologist*. 35, 236-264.
- Denzin, N. K. & Y. S. Lincoln, Eds. (1994). *Handbook of Qualitative Research*. London, UK: Thousand Oaks.
- Editorial in *International Journal Education Research*, (2004).
- El Ansari, W. (2005). Collaborative research partnership with disadvantage communities: Challenges and potential solution. *Journal of the Royal insitute of Public Health*, 758-770.
- Epstein, J. L. (2001). School, family and community partnership. Preparing educators and improving schools. *Boulder, Colorado: Westview Press*.
- Fransella, F., Bell, R., & Bannister, D. (2004). A manual for repertory grid technique. Chichester, UK: Wiley.
- Frechtling, J. & Westat (2002). *The user-friendly handbook for project evaluation*. NSF 97-153. Arlington, VA: NSF.
- Geraldi, J. et al. (2011). Towards a conceptualisation of quality in information technology projects. *International Journal of Project Management*: 557–567.
- Heyneman, S. (2004). International education quality. *Economics of Education Review*: 441–452.
- James, M. (2003). But what do you mean successful? The role evaluatory activities play in creating and maintaining teacher quality. A case study of the Indian District Primary Education Programme. *Paper presented at the BAICE conference at Nottingham University*.
- Kaushik, S., et al. (2006). How higher education in rural India helps human rights and entrepreneurship. *Journal of Asian Economics*, pp.29-34.

- Kazaz, A. & Talat Birgonulb, M. (2005). Cost-based analysis of quality in developing countries: a case study of building projects. *Building and Environment*, pp.1356–1365.
- Kelly, G. A. (1955). *The psychology of personal constructs*. NY: Norton.
- Margaritoiu, A. & Simona, E. (2011). Some issues concerning school-families partnership. *Procedia Social and Behavioral Science* 42-46.
- McLaughlin, J., & Jordan, G. (1999). Logic models: A tool for telling your program's performance story. *Evaluation and Program Planning*, 22, 65–72.
- Millar, A., Simeone, R., & Carnevale, J. (2001). Logic models: A systems tool for performance management. *Evaluation and Program Planning*, 24, 73-81.
- Motala, S. (2001). Quality and indicators of quality in South African education: a critical appraisal. *International Journal of Educational Development*, 61–78.
- Mozhgan, A., Parivash J., Nadergholic, G., Jowkard, B. (2011). Student leadership competencies development. *Procedia Social and Behavioral Sciences* 1616–1620WCES-2011.
- Oliver J, Qu W. Cost of quality reporting: some Australian evidence. *International Journal of Applied Quality Management*. 1999;2(2):233–50.
- Omar, M.A. & Chiam, C.C. (2010). A comparative study on learner's performance: A collaboration between Open University Malaysia and Kolej Tentera Darat Malaysia. *Procedia Social and Behavioral Sciences*, 32-36 .
- O'Sullivan, M. (2006). Lesson observation and quality in primary education as contextual teaching and learning processes. *International Journal of Educational Development*, 246–260.
- Passow (2007). *Definition of Competency*.
- Patanaku, P. (2009). The effectiveness in managing a group of multiple projects: Factors of influence and measurement criteria. *International Journal of Project Management*, 216–233.

- Patton, M.Q. (1990). *Qualitative evaluation and research methods* (2nd ed.) Newbury Park, CA: Sage.
- Pratt, A. (2005). Cultural Industries and Public Policy: An Oxymoron? *International Journal of Cultural Policy* 11, no. 1 22 *Journal of Urban History*: 31–44.
- Pond, W. (2002). Twenty-first century education and training Implications for quality assurance. *Internet and Higher Education*, 185–192.
- Project APEX Laguna Terminal Report (2006).
- Project APEX Manual (2008).
- Project STAR (2006).
- Ramli, A. (2010). Employees' Perception of Employability Skills Needed in Today's Workforce among Physiotherapy Graduates. *Procedia Social and Behavioral Sciences*, 455–463.
- Richards, J. (1994) *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.
- Rodrigo, M. & Baker, R. (2002). Comparing learners' affect while using an intelligent tutor and an educational game. *Asia-Pacific Society for Computers in Education*.
- Saito, E. & Tsukui, A. (2008). Challenging common sense: Cases of school reform for learning community under an international cooperation project in Bac Giang Province, Vietnam. *International Journal for Educational Development*, 571-584.
- Salamanca Conference (1989).
- Schilling, J. (2006). On the pragmatics of Qualitative Assessment. *European Journal for Psychological Assessment*.
- Slack, N., Chambers, S., Johnston, R., (2004). *Operations Management*: Pearson Education.
- Stake, R. (2010). *Qualitative Research: Studying how things work*. The Guilford Press: 113-157.

- Stubbs, B. (2010). Qualitative Assessment in student affairs. *Assessment Workshop*. bstubbs@utk.edu.
- Sutherland, L. et al. (2005). New directions in preparing professionals. *Teaching and teacher education*, 79-92.
- University of Wisconsin-Extension (2003). Logic Model.
- Van Kan et al. (2010). How to conduct research on the inherent moral significance of teaching: A phenomenological elaboration of the standard repertory grid application. *Teaching and Teacher Education* 26, 1553-1562.
- Van Wyk, B. (2012). Research design and methods. *University of Western Cap*.
- Voyle, J.A & Simmons, D. (1999). Community development through partnership. *Social Science and Medicine*, 1035-1050.
- Wallace, T., & Walberg, H. J. (1991). Parental partnership for learning. *International Journal of Educational Research*, 15(2), 131–145.
- Westat and Horizon. (2001). Revised Handbook for Studying the Effects of the LSC on Students. *Rockville, MD: Westat*.
- Yin, R. (2003). Design and methods,(3rd edition.) London, UK *SAGE Publications*, 85-108.

Notes on Contributor

John Christian Cabasal Valeroso was on the faculty of the Department of Social Sciences. He is currently pursuing his PhD in Development Studies at the University of Santo Tomas (UST) where he also earned his MA in Development Studies. His master's thesis, on which his paper in this issue was based, was given the grade benemeritus by the UST Graduate School. Some of his papers have been published by the Asia-Pacific Rural and Agricultural Credit Association (APRACA) based in Bangkok, Thailand; the Ontario International Development Agency (OIDA) with offices in Canada and Jakarta, Indonesia **email address: jcvaleroso@yahoo.com**

BOOK REVIEW

Youth in Revolt: Reclaiming a Democratic Future by Henry A. Giroux Paradigm Publishers, 2013

Noel Christian A. Moratilla
Languages and Literature Department

American scholar Henry Giroux' transfer to Canada's McMaster University a few years ago did not come as a surprise to those who have read his writings and followed his career as a prolific cultural theoretician and critic.

In many of his articles and books, Giroux has called attention to the reactionary tendencies of America's supposedly democratic institutions, including the formal educational system. In his classic books like *Education under Siege* (co-written with Stanley Aronowitz), *Education Still under Siege* (also with Aronowitz), and *Fugitive Cultures: Race, Violence and Youth* which have achieved the status of "must-reads" in critical pedagogies and cultural studies, Giroux unmask these tendencies in American society — tendencies that have promoted right-wing orthodoxy, monoculturalism, and general apathy among others. To confound it all, the state has employed strategies of terror and tension to harass its own citizens and compromise their future. Among the victims of state oppression (regardless of whether it's a Democrat or a Republican at the helm) are young Americans whose

collective future is compromised in favor of creeping militarization and the rule of capital. Like his other works, one of Giroux' recent books, *Youth in Revolt: Reclaiming a Democratic Future*, published by Paradigm Publishers in 2013, sounds the alarm over the serious problems confronting young people in America, especially those who are marginalized because of their color, ethnicity, gender, and/or social class.

The victimization of youth, according to Giroux, has been reinforced by mainstream America's reaction to the 9/11 attacks. While the grim events of September 11 had supposedly brought Americans together in a spirit of collective despair, the sense of loss has been used by the state to justify the imposition of overzealous measures to address potential acts of terrorism and suppress any form of dissent. The state has played bully against its own citizens through its repressive and ideological apparatuses, employing torture and violence not only against its perceived enemies, but also against individuals and groups that it considers "disposable." More specifically, schools have become quasi-military zones in which both teachers and students are subjected to disturbing security policies. Young people are being disciplined in ways that are intended to promote servility in order to suppress critical thinking and inquiry. With the paranoia brought about by the 9/11 attacks, school campuses came under the intense surveillance of state security agents.

But Giroux looks at the bigger picture. The American state's aggressive stance against dissenters (within its own territory and beyond) squares with the promotion of market interests which, according to Giroux, are "neither a relative nor a friend to society" (p. 103). To state the obvious, free-market fundamentalism, in practice, is not really free for it fosters inequality and the immiseration and disenfranchisement of so many while ensuring the continuous flow of profit for the unscrupulous elements that exist in any given society, such as "Wall Street financiers and hedge fund managers who brought the world economy to the brink of ruin in 2008" (p. 105). Interestingly, Giroux calls attention to a rather "strange twist" in America's national politics. In particular, right-wing politicians are now invoking "class warfare," long the shibboleth of the left, to promulgate individual survival under the reign of capital. The right's version of "class warfare" is, quite ironically, an assault against the working class itself,

leading to the loss of employment opportunities and social protections through the oligarchy's anti-democratic impositions. "Class warfare," in the right-wingers' vocabulary, has almost nothing to do with class, stressing instead the logic of self-help that dissolves the importance of the social and the communal.

Giroux claims, however, that the spectacles of social inequality and violence have not been completely ignored. He cites, in particular, the Occupy Wall Street movement as a ray of hope against the rule of capital and the abuses of the state. Despite its protean character (and the dwindling number of protestors through the years), the movement has concretized the simmering opposition to a status quo dominated by the state-big business nexus. Giroux believes that the movement confirmed and continues to show how equality and justice need to be reclaimed as crucial political categories and discursive tools to be used by all those (marginalized) groups – including workers, young people, people of color, women, and the elderly – for understanding the injustices being waged in such a ruthless fashion against young people and other members of a declining and decaying social order (p.117)

The movement has notably exposed the pains that society has undergone and experienced with the prioritization of market fundamentalism over collective interests, of "casino capitalism" over concrete opportunities for human beings to become productive citizens. Giroux also praises Occupy movement's offshoots in higher education institutions, which constitute one variety of people's responses to the alarming corporatization of the American educational system. According to Giroux:

An expanding Occupy movement will hopefully energize a collective resistance — determined in its mission to expand the capacities to think otherwise; courageous in its attempts to take risks; brave in its willingness to change the nature of the questions asked; dedicated to its role of holding power accountable; and thoughtful in its efforts to provide the formative culture for young people and everyone else for those economic, social, and cultural conditions that are essential both to their future and to democracy itself. (p.140)

The analogy may be far off, but the call for the movement to expand and multiply is reminiscent of Che Guevara's famous call for the creation of "two, three...many Vietnams" in the 1960's to internationalize the struggle against US military aggression.

As always, Giroux' commentary is tart and provocative, interspersing scholarly insights with none-too-subtle calls for resistance. The uninitiated may consider it propaganda rather than scholarship in the traditional sense of the word. This is by no means a defect, however, for it is very much in accordance with Giroux' dictum that the transformative intellectual should also be a cultural provocateur, taking sides especially in favor of the underrepresented and the oppressed or those whom liberation theologian Gustavo Gutierrez calls the "underside of history." Looming large in Giroux' book is a framework of resistance fusing the language of critique with the language of hope and possibility—an idea he appropriates from earlier theoreticians like Bertolt Brecht and Paulo Freire. In particular, Giroux views the Occupy Wall Street movement as an embodiment of the possibility that, yes, *change can be had!*

And how relevant are Giroux' provocative analyses to us in the Philippines? Very much. For like many in the US, we are also dealing with a dispensation that is sidestepping collective welfare in favor of individual survival. It is made conspicuous, for instance, in the unflinching privatization of publicly owned corporations and the commercialization of social services. Or in the promotion of labor export, the state's de facto job-generating policy, instead of national economic self-sufficiency. Or in government's failure, if not refusal, to solve perennial educational problems while pushing for dubious educational reforms that encourage casual or contractual employment here or overseas. It is also made obvious by the growing number of young people who are out of school, homeless, hungry, and sick, whose future is pawned off by the venal and powerful few, or to borrow the vocabulary of the Occupy movement, our own "One Percent." If there's one thing that makes our situation more complicated than that of America's "99 percent," it is the fact that, as a neocolonial stronghold, we also have to come to terms with US hegemony in its many forms.

Filipino scholars within the left who are tired of the doctrinal praxiology of old, "vanguard" parties should find in Giroux' erudite

insights a whiff of fresh air. His brilliant, interdisciplinary, even eclectic approaches — integrating Marx with Cultural Studies, for instance, or Freire with Foucault — offer creative tactics through which we can understand our own concerns and create spaces for a politics that is critical, empowering, and liberatory.

Notes on Contributor

Noel Christian A. Moratilla recently earned his PhD in Philippine Studies (with Comparative Literature and Socio-Cultural Studies as areas of specialization) from UP Diliman where he also earned his MA in Language Education. He currently heads the Department of Languages and Literature. He has written college and senior high school textbooks, including one on creative nonfiction and another on 21st century literature. He has also presented papers in international and national conferences. Some of his papers have appeared in *Humanities Diliman* (indexed in Scopus), *Diliman Review*, and *Philippine Humanities Review*. He has also served as editor-in-chief of some of SSC's faculty publications, such as *The Scholastican Journal*, *Insights*, and, formerly, the *Journal of Creative Works*. email address: nomorat@yahoo.com

BOOK REVIEW

Prosperity and Violence: The Political Economy of Development by Robert H. Bates

Faye G. Rafael
Social Sciences Department

In line with his other works on political economy, development, violence, growth and transformation, Robert Bates, an Eaton Professor of the Science of Government at Harvard University, integrates these concepts in the book entitled *Prosperity and Violence: the Political Economy of Development*. A fusion of political economy and development theories, his work tried to analyze the transition and transformation of societies from the traditional to modern, rural to urban, agricultural to industrial and tries to establish the all-important link between prosperity and violence. According to Bates, it is within this transformation that the variables of violence and threat of violence come into play. He wrote that “development involves the formation of capital and the organization of economic activity. Politically, it involves the taming of violence and the delegation of authority to those who will use power productively” (p. 13). As this is a study of development and transformation, Bates looked back over the course of history to examine how violence paved the way for the modern

state and, along with it, the growth of prosperity particularly in the Western world.

Bates started by describing and analyzing the agrarian societies, maintaining that such societies are dynamic. In these societies, the kin or the family often provides the means of investment for migration leading to accumulation, growth of trade, and eventually growth of income. This “increases the temptation to engage in predation – and the value of deterring it” (p. 27). As “kinship” was the only political institution developed that time, it was the only institution that could prevent violence and provide security. However, Bates noted that the nature of this structure was limited and fragile, relying more often on the concept of “deterrence” and a trade-off of prosperity to maintain the peace.

The rise of wealth and of landowning elite was seen by Bates as an incentive for violence. These phenomena gave rise to feudalism, renowned for the militarization of rural households and the establishment of the monarchy, which would eventually tread the transition from private provision of violence to a public provision of coercion. The monarchy, the primary political institution, placed economic power on economic organizations which managed capital and the eventual rise of revenue. The rise of revenue led to clashes of private armies, which as seen by those holding economic power, disrupted the flow of the economic system; thus, they looked to the monarchy to provide security, demilitarization and peace. The monarchy and its army imposed the “institution of peace” and the subsequent development of political order as seen in the establishment of the judiciary and legislative (the parliament) branches of government, thus the birth of modern Western/European states.

However, not all states were formed and developed the same as the Western/European nations, as Bates acknowledged. State formation and development in the modern era (the post-WWII world) has been relatively shaped and influenced by changes in the international, political and economic environment. During the Cold War, development became an international activity, “a product of international transfers rather than bargains forged with citizens at home”; key institutions, therefore, remained weak. The rise of oil prices in the 1980’s and subsequent recession of industrialized states pitted the developing nations against the trap of their own debt.

Also, Bates noted that developing countries opted for the adoption of protectionist policies even though key institutions and bureaucracies were still weak; as a result, no development occurred.

By the end of the Cold War, the debt crisis, rise of oil prices, and the implication of the end of the bipolar/superpower rivalry world structure greatly molded the political and economic landscape of developing nations. As was the case in Somalia and other developing nations, the United States and the Soviet Union provided them shelter and support in the form of development assistance and aid on political incentives; however, as these nations lost their strategic value, a scramble to stay in power pushed political elites to pursue policy reforms on the path of democratization. However, some have fallen unto the tracks of violence, and inevitably, the conditions of a failed state. For Bates, the political holders of power in these failed states used coercion to prey upon the wealth of others instead of using it to promote the creation of wealth. As Bates concludes: "Political development occurs when people domesticate violence, transforming coercion from a means of predation into a productive resource. Coercion becomes productive when it is employed not to seize or to destroy wealth, but rather to safeguard and promote its creation" (p. 84).

At the heart of Bates' book is the core interaction between politics or the "pursuit of power" and economics or the "pursuit of wealth." The interplay between the two concepts defined the trajectory of the evolution and transformation from a relatively traditional, rural, agrarian society to the modern state, believing that an inefficient state that fails to monopolize power in a way that encourages investment and economic growth is to be blamed for the lack of development in many parts of the world. To have development, therefore, is to have political order; to have political order is to have development. *Prosperity and Violence* provides a non-traditional view of history and an engaging critic of the traditional development studies of development agencies. Indicative of the power and lure of Bates' s analysis is the fact that his thesis seems to capture and explain the quandary of modernization theories with regard to the uneven development of developing countries. With a comprehensive field experience, Bates presented several cases that support his argument: Kenya, Uganda, the Nuer of Sudan, and Somalia, among others.

Even though *Prosperity and Violence* answers several questions regarding development, particularly its link to violence, it fails to answer others. It raises more questions than answers. Some of the examples he cited correspond to small-scale, localized communities, and the question lingers on whether his thesis works for full-blown states, only citing in passing the case of the tiger economies of Asia. Also, there is a missing concept in his discussion, a concept which is central in any political economy of development study – the concept of capitalism. It is surprising to have a study entrenched in political economy without addressing “capitalism” or even merely acknowledging of it. As any political economy and development writer would know, the development of states (i.e. the western and European) is accompanied by the development of capitalism, and for that matter, capitalism evolved and developed unevenly in these states. In the case of developing countries, they are thrust into a “maturing” capitalism and corresponding globalization which creates more variables and factors when considering the link between prosperity and violence; Bates failed to tackle this issue. As Marxist and dependency theorists (Dos Santos, 1970; Cardoso, 1982; Frank, 1995) would argue, in order for industrialized states to survive and prosper, they need to continue accumulating capital surpluses. How developing countries can compete with that and the corresponding violence they encounter on the road to prosperity is one of the questions and issues Bates failed to address.

Nevertheless, the attraction of Bates’s study is its interdisciplinary method. From the beginning, he made use of his knowledge in anthropology and sociology to analyze the workings of kinships and relationships in the feudal ages. Aside from using the political economy and political development approach, he also incorporated and coherently wove other approaches, specifically democratization, culture, rational choice, institutional and structural approaches in analyzing events and in concretizing his thesis. The book, therefore, is relevant and a “must-read” for academics and students alike, particularly in the field of comparative politics.

References

- Bates, R. (2010). *Prosperity and Violence: The Political Economy of Development (2nd Ed.)*. New York, N.Y.: W.W. Norton & Company, Inc. 124 pp.
- Cardoso, F. (1982). Dependency and development in Latin America. In H. Alavi and T. Shanin (Eds.), *Introduction to the Sociology of "Developing Societies"* (pp.112-127). New York, NY: Macmillan.
- Dos Santos, T. (1970). The structure of dependence. *American Economic Review*, 60(2), 231-236
- Frank, A. (1995). The Development of underdevelopment. In C. Wilber and K. Jameson (Eds.), *The Political Economy of Development and Underdevelopment* (pp.107-118). New York, NY: MacGraw-Hill.

Notes on Contributor

Faye G. Rafael is currently a part-time lecturer at the Social Sciences Department of St. Scholastica's College-Manila where she also graduated magna cum laude with a Bachelor of Arts degree in Political Science with Specialization in International Relations. She finished her Master in International Studies at the University of the Philippines-Diliman. Email address: fayerafael@gmail.com

Guide to Submission to *The Scholastican Journal* [TSJ]

Aims and Scope

The Scholastican Journal is a peer-reviewed journal that publishes the scholarly papers of the faculty members of St. Scholastica's College-Manila. The journal aims to provide a forum for faculty members to share their expertise, professional practices and innovations in their respective fields. It seeks to sustain crucial discourse across academic disciplines in order to contribute to the vitality and effectiveness of teaching, learning and research/scholarship.

The journal is published annually by the Institutional Research and Academic Development (IRAD) Office of St. Scholastica's College-Manila in coordination with *The Scholastican Journal* (TSJ) Editorial Department.

Types of Submissions

General Articles, Reports, Book Reviews

Manuscript Submission Guidelines

Original manuscripts from individual and multiple authors are welcome. The manuscripts should be original, not under review by any other publication, and not published elsewhere. Submissions may be in English or Filipino. Inclusive language should be used with reference to human communities. "Man," "men," "he," "his" are to be used when they clearly refer to male referents. "Person," "people," or "he/ she," "his/ her," are to be used for mixed or indeterminate referents.

Manuscripts should be from 6,000 to 7,000 words, excluding references, and should follow APA guidelines (6th ed. 2009). Any submissions that fail to conform to the submission guidelines will be returned.

Two sets of the manuscript are to be submitted electronically to *The Scholastican Journal* Chief Editor at tsjeditor@ssc.edu.ph. The due date for submission every year is on or before November 30th for June or beginning-of-the-academic-year publication.

For Data-Based Articles:

Data-based articles should have the following sections: Abstract, Context of the Study, Methods of Inquiry, Results, Discussion, Conclusion and Recommendations, References.

When submitting manuscripts, please follow this checklist:

- Microsoft Word document, 12-point Times New Roman font
- Double-spaced
- APA citation style
- Endnotes, not footnotes (optional)
- 6,000 to 7,000 words in length (indicate word count at the end of the manuscript)
- 100-150 word abstract
- 100-word author's biography
- Do not self-identify in the text or references of one copy of the manuscript, for the anonymous review.

For Book Reviews:

Book reviews, 900 - 1,200 words in length, should include the author, title, editor (if applicable), place of publication, publisher, year of publication, price, and total number of pages. They must provide a concise description of the content of the book and a critical evaluation of the work, its strengths and limitations, according to the nuances of the particular academic discipline. A courteous tone must be maintained throughout the review, respecting the work of the author, and providing a balanced critique. If citing directly from the book, the page number must be indicated in parentheses.

For book review submission and inquiry regarding the list of books to review or suggestions of titles to review, email tsjeditor@ssc.edu.ph.

The Reviewing and Editing Process

Timeline: The TSJ editorial board strives to review submissions and reply in a timely manner. We will acknowledge receipt of an article immediately. It may take us 1 to 2 months to review the article and decide whether or not to send it out for blind peer review. Contributors will be notified accordingly. If the manuscript is sent out for peer review, another 1 to 2 months' wait is expected until the reviewers' recommendations for revision are sent to the authors. In total, it can take 4 to 6 months from first submission to acceptance and publication.

Peer Review: Articles are sent to at least two peer reviewers, using a journal manuscript review rubric. In using a blind-reviewing system, the identity of the reviewer is not known to the author and vice-versa. The editorial staff will notify authors of the peer review decision in writing, along with any recommendations necessary for publication or reconsideration.

Revisions: Most articles will require some revision, and acceptance for publication is contingent upon how the author addresses suggestions for revision. In order to meet our publication schedule, we need the cooperation of all authors to return their revised articles promptly via email, according to the deadline.

Copy editing and Proofreading: Upon submission of the revised article, the copy editor will correct grammatical and mechanical errors in preparation for publication. Before publication, the printing proof of the article will be emailed to the author for final proofreading/review/corrections, and after the review, will be promptly returned via email to the TSJ chief editor.

Copyright

It is a condition of publication that authors assign copyright or license the publication of their articles, including abstracts, to the Institutional Research and Academic Development (IRAD) Office of St. Scholastica's College-Manila. This enables us to ensure full copyright protection and to disseminate the article, and of course the Journal, to the widest possible readership, in print and electronic formats as appropriate. Authors are responsible for obtaining permission to reproduce copyright material from other sources and are required to secure permission to reproduce any figure, table, or extract from the text of another source. This applies to direct reproduction, as well as "derivative reproduction" (where a new figure or table is created by deriving substantially from a copyrighted source).

If you are unable to access our website, please write to: The Scholastican Journal Editorial Department, Institutional Research and Academic Development Office, St. Scholastica's College-Manila, 2560 Leon Guinto Street, Manila 1004, Philippines

THE SCHOLASTICAN JOURNAL
Published by the
Institutional Research and Academic Development Office
St. Scholastica's College Manila
2560 Leon Guinto Street, Malate, Manila