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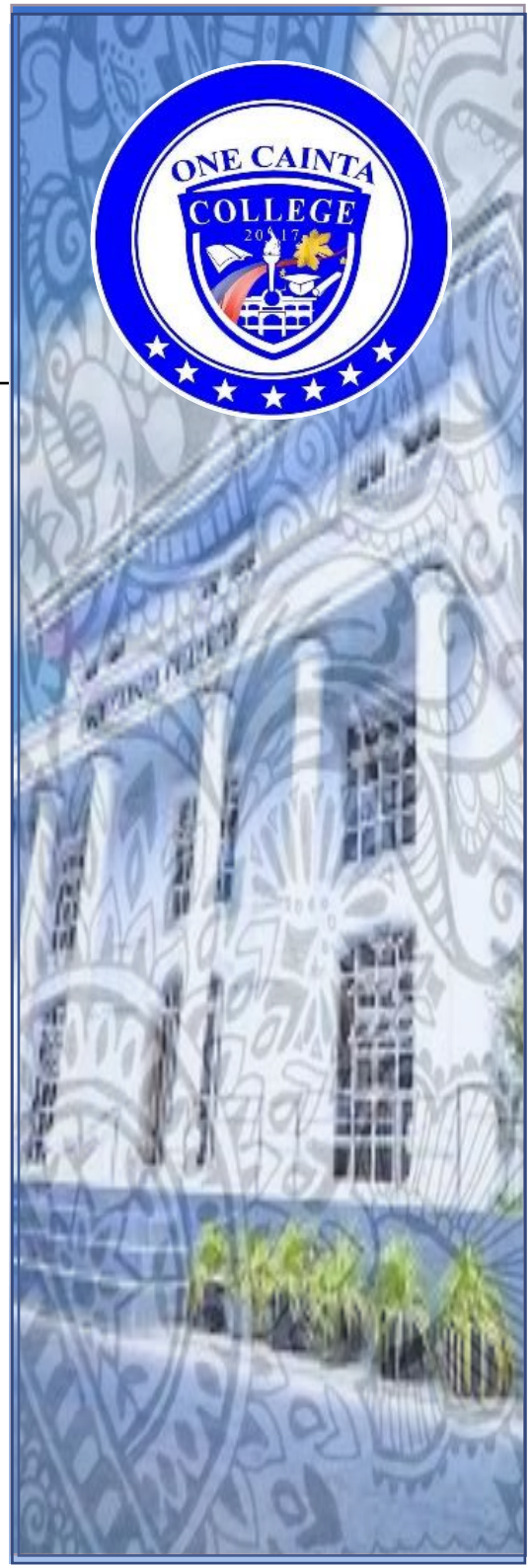

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Perceived Stress among One Cainta College Students Due to Covid-19 Pandemic

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ABSTRACT

Taking control is the individual's first impulse when faced with unwarranted situations like the coronavirus pandemic. Being on top of things amidst disruption and uncertainty is necessary to discharge one's routine activities and stay functional. However, the global extent of the pandemic has made any sense of control elusive for many organizations and households, let alone students. Lack of control over a crisis brings unease and stress. The rationale of this study is that undue stress affects mental health, and where mental health is affected, so is academic success. This paper adopts the Stimulus-Organism-Response (S-O-R) Theory as framework and applies non-parametric statistical tools (Mann-Whitney U, Kruskal-Wallis, and Wilcoxon Signed-Rank Tests) in analyzing the perceived level of stress of respondents who hailed from a sector that is among the hardest hit. Three course groups (BTVTED, BSIS, BSE) from a municipal college were selected. Results showed that male participants exhibited low perceived stress whereas the female counterpart had moderate; though their collective mean score yielded a high level of stress. It was a significant change in students' perceived stress post intervention, implying the need for educational stakeholders to consider further stress-buffering mechanisms to support students' mental fortitude (self-efficacy) as they cope with the existing crisis.

KEYWORDS

Students' Perceived Stress, Stress Intervention, COVID-19

INTRODUCTION

The unprecedented COVID-19 pandemic has ushered the novel concept of the 'new normal', causing many people to feel disoriented. Currently, there is over 1.44 million cases and more than 25,000 deaths in the country (Worldometer, 6 July 2021). Cases of corona virus infections are categorized into *Mild, Moderate, Severe,* and *Critical,* with the latter two often exacerbated by comorbid diseases that may lead to death, according to the Department of Health Interim Guidelines on the COVID-19 Disease Severity Classification and Management (2020). Hence, *Severe* and *Critical* categories are the urgent concern of health care professionals. Individuals, irrespective of age, succumb to this fatal illness, whom among the most vulnerable are children, the aged, and people with underlying medical conditions. Worldwide, infections continue to rise as new variants emerge, while protocols remain in place, such as containment, mitigation, contact tracing, self-isolation, and physical distancing (CSIS, 2021).

Immediately following lockdown and quarantine measures are scores of studies dealing with the unease and stress individuals experience globally. For instance, an investigation conducted at a large public university in the United States identified several factors that contributed to the increased levels of stress, anxiety, and depressive thoughts among students. This included fear and worry about their own

health and of their loved ones, difficulty in concentrating, disruptions to sleeping patterns, decreased social interactions due to physical distancing, and increased concerns on academic performance (Son, et al, 2020). Austria-Cruz (2019) enumerated the physical, emotional and psychological effects of academic stress from public and private universities in the Philippines. Similarly, Lederer (et al, 2021) reported substantial mental health concerns among students caused by the lack of social connectedness, uncertainty about the future, and access issues impeding their academic performance. In another survey, Sultana (et al, 2021) stated that the virus outbreak in Bangladesh has led to the prevalence of Post-Traumatic Stress Symptoms (PTSS) and depressive symptoms among Bangladeshi students. They cited educational disruptions, fear of infection, and death by COVID-19 as the most significant risk factors affecting mental health.

Lee (2020) identified extreme hopelessness and suicidal ideation as among the probable cases of dysfunctional anxiety associated with the Covid-19 crisis. Munsell (et al, 2020) asserted that mental distress is associated with inadequate resources during this time. Eaton and Turner (2020) put forward academic-related data that amplified students' anxiety and stress during the pandemic. In addition, Jordanian public and private universities revealed that personal challenges such as economic and psychological stress decreased students' willingness to learn online in the future (Al-Salman & Haider, 2021). Furthermore, Slovenian university students disclosed having experienced higher levels of generalized anxiety, loss of perceived control, and pandemic-related difficulties during this crisis (Podlesek & Kavcic, 2021).

Psychosocial stressors lead to symptoms of anxiety, depression, acute stress, and manifestations of post-traumatic stress disorder (Pedrozo-Pupo, et al, 2020). Although it cannot be argued that much is already known about the novel virus today than a year ago, people remain gripped by fear. Whether panic and stress have subsided in some parts of the globe is yet to be established, as there are countries still racing to combat the crisis. **Without cushioning measures, the situation may lead to another crisis, that is, students being in economic, mental and academic distress, with issues on mental health leading to mental breakdown (Inquirer.Net, 2020).** Barriers to learning have created an environment of stress for a number of students worldwide.

The sense of helplessness and loss of control individuals experience can be explained by the *Stimulus-Organism-Response (S-O-R) Theory*. In this theory, three constructs, namely, *stimulus, organism,* and *response* constitute the behavioral outcome of an event. Feelings and behaviors are caused by an external environment; however, responses are shaped by one's feelings and emotions, assumed by the 'organism' or the person responding to the stimulus. In other words, a *stimulus* triggers a *response* based on the internal feelings or behavior of an organism (person). The *stimulus* or outside forces, which could be any deliberate or sudden changes in the environment, cause a stir in the emotional and psychological state of an individual that drive behavioral changes. The internal processing of the stimulus can be conscious or unconscious. In the world context today, *stimulus* refers to the stress-triggering effects of the Covid-19 pandemic and *response* represents the behavioral outcome of students towards the crisis, which may either be positive or negative (Pandita, et al, 2021). People's emotional

states were relatively stable *pre*-pandemic, but the sudden disruption at their normal activities has thrown virtually everything off the ledge. Some feel self-inadequate to hurdle the challenge that stares them in the face, while others are gripped with helplessness, if not utter loss of control. On this note, discussion is geared towards achieving *self-efficacy*, a construct introduced to make students become aware of their thought processes and emotional states that may lead to positive behavioral outcomes.

The *S-O-R Theory* explains what drives behavioral responses, and what causes changes to such responses. *Stress*, among others, is a human behavior-related issue and its overt manifestation reflects certain stimuli affecting inner feelings and mental health. This paper aims to evaluate the response of students towards Covid-19 crisis, and specifically endeavors to answer the following research questions:

1. *Is there a significant difference between Male and Female students in terms of perceived stress due to COVID-19 pandemic?*
2. *Is there a significant difference among the three Course Groups (BTVTED, BSIS, BSE) in terms of perceived stress due to COVID-19 pandemic?*
3. *Did the intervention (COVID-19 critical/severe case survivor video stories) effect a significant change in the students' perceived stress level?*

METHODOLOGY

A total of thirty male and female students (N=30), that is, ten from each course groups in a municipal college, Bachelor of Technical-Vocational Teacher Education (BTVTED), Bachelor of Science in Information System (BSIS), and Bachelor of Science in Entrepreneurship (BSE) were selected to answer the web-based survey (COVID-PSS) that would assess the perceived stress brought by the COVID-19 pandemic. Demographic variables were collected to include participants' age, sex, and college course. Informed consent was provided and data confidentiality was assured throughout the study.

Reported to have a Cronbach alpha of .86 (Pedrozo-Pupo et al, 2020), the *COVID-19 Perceived Stress Scale (COVID-PSS)* was utilized to determine individual stress associated with the pandemic. The instrument is designed to help students understand how a particular situation affects their feelings and their perceived stress. Most of the items seek to determine how respondents would describe their emotional state relative to their *sense of control* over the current situation. Possible responses range from "0-Never" to "4-Always". In addition, two (2) *YouTube* videos pertaining to individuals who have contracted and survived COVID-19 (severe and critical cases) were shown the participants to ascertain if this intervention would affect any significant change in their perceived stress.

For data analysis, IBM-SPSS software and manual computations were conducted. Descriptive statistics such as frequencies and percentages were computed for the categorical variables. To test for differences, the Mann-Whitney U and Kruskal-Wallis tools were used, and to test for significant change between dependent groups (Pretest and Posttest), the Wilcoxon Signed-Rank test was employed. Statistical significance was set at $p \leq .05$.

RESULTS

Table 1 shows an equal number of male and female respondents with a mean age of 20.93 (SD =.980) years old. Each course group was represented by ten participants from BTVTED (33.3%), BSIS (33.3%), and BSE (33.3%).

Table 1. Demographic characteristics of the participants

	f	%
Course Group		
BTVTED	10	33.3
BSIS	10	33.3
BSE	10	33.3
Sex		
Male	15	50
Female	15	50
Age		
19	2	6.7
20	7	23.3
21	14	46.7
22	5	16.7
23	2	6.7
Mean Age = 20.93 Std. Deviation = .980		

RQ1. Is there a significant difference between Male and Female students in terms of perceived stress due to COVID-19 pandemic?

Table 2 presents the composite mean score of male and female participants (μ=25.70; SD=4.036) which falls within *high perceived stress levels.* For interpretation, scores ranging from *0-14* would be considered *low stress* while scores between *15-24* would be considered *moderate stress*. Lastly, scores from *25-40* would be considered a *high level of COVID-19 perceived stress*.

Table 2. Composite perceived stress

	N	Mean	Std. Deviation	Minimum	Maximum
Perceived Stress	30	25.70 (high)	4.036	19	33
Group	30	.50	.509	0	1

Table 3 indicates that the group with the higher perceived stress is the one with the higher mean rank, which in this case, is the *female* group. Individually, the male students have *low* perceived stress compared to female students with *moderate* levels.

Table 3. Male and female perceived stress

	Group	N	Mean Rank	Sum of Ranks
Perceived Stress	Male	15	13.63 (low)	204.50
	Female	15	17.37 (moderate)	260.50
	Total	30		

U Statistic =84.5	Critical Value = ≤23

To answer the first research question, we need to compare the observed value with the critical value. Decision rule for Mann-Whitney U Test states that if the observed value of U is *equal to or less than* the tabular value, the difference between variables is considered significant. From the analysis, however, the computed value (U=84.5) is *greater than* the critical value (CV=23), and that leads to conclude that *there is no significant difference between Male and Female students in terms of perceived stress brought by COVID-19 pandemic.* Although the male group has *low* stress mean rank and the female group has *moderate*, based on Mann-Whitney U Test, the difference between them is *not* considered statistically significant.

Table 4 supports the above output by the actual significance value of the U statistic. For the difference to be significant, the *p-value* associated with the obtained value must be less than the significance level. Since the asymptotic statistical significance level (p=.243) is *greater* than the significance level (α=.05), then the difference in the perceived stress between *Male* and *Female* groups is *not* considered statistically significant.

Table 4. Test U statistic

	Perceived Stress
Mann-Whitney U	84.500
Wilcoxon W	204.500
Z	-1.167
Asymp. Sig. (2-tailed)	.243
Exact Sig. [2*(1-tailed Sig.)]	.250[b]

RQ2. Is there a significant difference among the three Course Groups (BTVTED, BSIS, BSE) in terms of perceived stress due to COVID-19 pandemic?

The researcher performed Kruskal-Wallis H test of difference because there were three independent groups with ordinal data. To test for significant difference, *the observed value of KW must be equal to or greater than the tabular value.*
Table 5 presents the BSE course group with the highest level of perceived stress followed by BSIS and the BTVTED last. With small mean difference in-between, the Kruskal-Wallis H *tested no significant difference among the three groups.*

Table 5. Course group perceived stress

	Course Group	N	Mean Rank
Perceived Stress	BTVTED	10	13.35
	BSIS	10	15.30
	BSE	10	17.85
	Total	30	
KW = 1.314		Critical Value = 5.99	

The analysis shows the computed value (KW=1.314) being less than the critical value (CV=5.99), which leads to the conclusion that *there is no statistically significant difference among the three Course Groups in terms of perceived stress caused by COVID-19 pandemic.* Given this result, a post hoc analysis was unnecessary.

Table 6 illustrates the SPSS tabulation that there is *no statistically significant difference in the perceived stress among the three course groups* (χ2 (2) = 1.327, p = 0.515 >.05), with a mean rank

perceived stress score of 13.35 for BTVTED, 15.30 for BSIS, and 17.85 for BSE (Table 5).

Table 6. KW H test statistic

	Perceived Stress
Chi-Square	1.327
df	2
Asymp. Sig.	.515

a. Kruskal Wallis Test
b. Grouping Variable: Course Group

RQ3. Did the intervention (COVID-19 critical/severe case survivor video stories) effect a significant change in the students' perceived stress?

The research question warranted a signed-rank test on two-related groups for *before* and *after* design; hence, the Wilcoxon Test was performed. Decision rule states that for the change to be significant, the *p-value must be equal to or less than the level of significance*.

Table 7. Descriptive statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pretest	30	24.93	4.135	19	33
Posttest	30	23.50	3.224	19	32

Table 8 provides data on the comparison of participants' *Before (Pre) and After (Post) Intervention Score.* It can be seen that 17 students had a higher *pre-intervention* perceived stress than *after intervention*. On the other hand, 5 students had a higher perceived stress *after intervention* and 8 participants saw *no change* in their stress level *before and after intervention.*

Table 8. Pretest-Posttest

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	17[a]	11.18	190.00
	Positive Ranks	5[b]	12.60	63.00
	Ties	8[c]		
	Total	30		

a. Posttest < Pretest
b. Posttest > Pretest
c. Posttest = Pretest

z = (2.06) p-value=0.0394 α=.05 (two-tailed)

Above manual computation shows the probability associated with the z value as *less than* the significance value (α=.05). Given the sum of the positive ranks T+=63 and N=22 *(see Appendix),* the tabled probability .0197 corresponds to .0394 for a two-tailed test. With *p-value* being *less than* the set level of significance (.05), *there is a significant change in the perceived stress as a result of the intervention.*

Table 9. Wilcoxon test statistic

	Posttest - Pretest
Z	-2.068[b]
Asymp. Sig. (2-tailed)	.039

a. Wilcoxon Signed Ranks Test
b. Based on positive ranks.

The Wilcoxon Signed-Rank test illustrates that videos pertaining to *COVID-19 critical/severe case survivors* effect a significant change in the students' attitude. Deriving similar results from manual and SPSS computations, (Z = -2.068, p = 0.039), there is a *statistically significant change in the perceived level of stress of students after viewing the videos about COVID-19 Survivors.*

DISCUSSION

First, this paper found a higher perceived stress level among female participants compared to men, albeit the difference is *not statistically significant*. The result aligns with the findings of Oducado, (et al, 2020) on their female Filipino respondents. According to them, women are predisposed to biological and hormonal changes such that their emotional expression towards stressful situations and coping mechanism diverge from men. On the other hand, other studies signified lower levels of anxiety and distress among women, which was attributed to their resilience and self-efficacy (Sanchez-Teruel, et al, 2021). The parallel investigation of Pedrozo-Pupo (et al, 2020) asserted that other variables could have mediated emotional responses to pandemics. Likewise, Munsell (et al, 2020) pointed out that females are less likely to express worry about the future because they utilize mindfulness practices.

There was also *no significant difference among the three course groups* relative to their perceived stress associated with Covid-19. This can be attributed to the homogeneity across the subjects, because they all belong to a young age group and share similar demographic and socio-cultural factors.

However, there was a *significant change in students' perceived stress post intervention*. **Results indicate that watching videos about critical and severe cases of COVID-19 Survivors amid looming fear and risk of infection proved to be a helpful mechanism for students to manage their stress. It shows that providing positive modalities that help students cope with the crisis is effective, as obtained data illustrate that prior to intervention, seventeen (17) students had a higher perceived stress level whereas post intervention the figure went down to only five (5).**

The result finds congruence with another study that examined the stress-buffering effects of self-disclosure on social media and students' perceived support from their parents, with significant findings revealing that core self-disclosure on social media and support from parents both moderate the level of stress students experiences due to life disruptions caused by Covid-19 (Zhen et al, 2021). In the same vein, Ye (et al, 2020) stated that students who have received the moderating role of psychological support stand better equipped to prevent negative stress consequences. Higher social support led to lower levels of lockdown fatigue among college students, according to Labrague and Ballad (2020). Copeland (et al, 2021) underscored that students who were enrolled in a campus wellness program were able to handle the impact of Covid-19 in terms of internalizing

symptoms and attention problems than those who were not in the wellness program. Such stress-mitigating strategies provided a lasting positive impact on wellness behaviors of university students. Towards this end, **Wong (2020) advised that it is important to legitimize students' feelings in order to manage their fear of uncertainty, identify behaviors caused by their fears, and change their behaviors so they do not have to act out of fear.**

A plethora of literature concerning *student stress* have been commonplace prior to the pandemic albeit became more pronounced since the outbreak. The current health crisis has increased already-high stress and anxiety levels among learners (Wong, 2020). Filipino college students as a distinct population group have been facing major challenges, revealed by the high *composite* mean score in the COVID-19 Perceived Stress Scale of this study (μ=25.70). Local studies buttressed similar findings (Rotas & Cahapay, 2020; Austria-Cruz, 2019; Tus, 2021). Foreign literature reported 40.91% Post-Traumatic Stress Symptoms (PTSS) among Bangladeshi college students (Sultana, et al, 2021), with the country's suicidal ideation estimated to be at 12.8% (Tasnim, et al, 2021). Stress likewise emanated from participants' perception of the inconsistency between scientifically verified recommendations and the adopted public health measures of the government (Pedrozo-Pupo, et al, 2020). Significant studies about stress investigated alongside other variables included the role of rumination and psychological support (Ye, et al, 2020), fear of academic year loss (Hasan, et al, 2020), triggering factors of mental stress (Shafiq, et al, 2021), distance-learning related stress (Masha'al, et al, 2020), lockdown fatigue (Labrague & Ballad, 2020), and stress-buffering effects of self-disclosure on social media and parental support (Zhen, et al, 2021). In view of the foregoing, students' mental well-being must take priority to counter the mounting effect of stress which takes toll on physical and emotional health.

A caveat, though, interpreting the findings of this investigation must be done in view of its constraints. One is the potential bias inherent in self-reports provided by respondents through online platforms. As this research is purely quantitative, it helps to augment the findings qualitatively by including semi-structured interviews. Second is the relatively small sample size of this non-parametric study, since a larger population leads to more conclusive findings about the risk of stress on mental health.

CONCLUSION

Lockdown fatigue, risk of infection, school challenges, financial strain and the nearly collapsing health care system have caused many individuals to be cynical about the way the government handles the prevailing health crisis. Consequently, many students resort to employing maladaptive coping strategies in response to the stress surrounding the pandemic (Munsell, et al, 2020).

Epidemic-induced *stress* warrants therapeutic *intervention* whether the case is mild or severe. This paper underscores the need for stress busting strategies to cope with the current situation. Students' perceived stress, as seen in this study, had been alleviated through intervention depicting recoveries of people from the serious (critical and severe) cases of virus infection; individual narratives that conveyed hope, resilience, and perseverance. It buttresses the fact that inspiration drawn

from those who have hurdled impossible odds (even life and death situations) creates a sense of optimism in an otherwise dismal future. There is something about surviving adversities when options have run out.

Mood-altering mechanisms such as **survivor** stories are simple and accessible tools that lift one's spirit, drive positive behavioral changes and make people hopeful in life again. Such an area is what health and educational authorities must exploit, so to speak, as they search for other 'ubiquitous' instruments which can allay psychological stress. So goes the truth, "Where the mind goes, the man follows." Taking control of one's *affective* and *cognitive processes* is the first step towards achieving personal resilience and *self-efficacy*. Being selective with what one feeds the mind during adversity is the critical issue.

If one's response towards a crisis can lead to anything negative, such as mental distress, it bears repeating that the alternative can be positive. The Stimulus-Organism-Response (S-O-R) Theory posits that reactions towards situations (pleasant or unpleasant) are mediated by a person's internal feelings or emotions (Pandita, et al, 2021). This behavioral change was clearly demonstrated. The intervention (stories of survival/success) provided the stimulus which captured the psychological state of the participants, stirred human emotions (stress-diminishing effect), drove positive behavioral changes that resulted in lower perceived stress level.

It is recommended therefore that stress-buffering interventions, anchored on self-efficacy, be explored to develop students' confidence in their ability to exert control over their own behavior and social environment. In the words of Bandura (1994), a strong sense of self-efficacy enables individuals to "approach threatening situations with assurance that they can exercise control over them. Daunting circumstances are seen as challenges to overcome. Such an efficacious outlook produces personal accomplishments, reduces stress, and lowers vulnerability to depression." With this mindset, the unsettling threat of the pandemic diminishes.

Although stress as a variable has been investigated under various lenses, a good take-off point for future research are need-based reports on which equitable student support services can be created to cushion the adverse impact of the pandemic especially in the Higher Education sector.

Last, to safeguard the health and well-being of students it is imperative to look into data-driven policy measures for managing the stress associated with the pandemic and more viable strategies for moderating its impact.

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English Language Use of the Students of One Cainta College

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Abstract

The research paper entitled: **"English Language Use of the Students of One Cainta College"** was done for the main purpose of exploring selected OCC students' use of the English language. The questionnaire focusing on the students' experiences in English Language use from Kindergarten to Senior High School was administered to 137 freshman students.

The findings reveal that of the 137 selected student respondents, sixteen (16) were taught English as early as Kindergarten, while four (4) student respondents were taught English as late as Grade 7. Among the areas of Language use, Reading was the major skill learned by the student respondents in Grade School and in Junior High School. Writing was the second major area of language Use focused on from Grade School to Junior High School. Speaking and Listening skills invariably placed second or third. Viewing Skills were consistently last from Grade School to Senior High School. Findings further showed that in Senior High School, Speaking topped the area in English Language Use while Writing placed second. Aside from the Key Standards set in the DepEd K-12 Language curriculum, this may be explained by the fact that in Senior High School, most activities in the majority of the subjects in the curriculum call for debates, panel

discussions, simulated or real time interviews, and oral research presentations, all of which call for writing skills. Among the list of English materials read by students, online, especially Internet materials, topped the list, while books placed second.

Introduction

English, an international language, is used by people all over the world to communicate and/or to interact with others in real time or via social media. Students who are proficient in the use of English have an edge in landing on their chosen careers in their country and even worldwide. Needless to say, more than just teaching the basic communication skills, Language teachers should motivate their students to learn more of the language and to use it proficiently, even outside the classroom.

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language learning. Motivation provides the primary impetus to initiate learning, and later, the driving force to sustain the long and often tedious learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals. Curricular offerings and good teaching are not enough on their own to ensure student achievement. Motivation is the backbone of language learning (Dornvei,1998).

Methodology

This section describes the research method used, the respondents of the study, the population, sample and sampling techniques, data gathering and the research instrument.

The descriptive method of research was the basic design used in this study. A questionnaire prepared by the researcher was used to gather data, with the purpose of gathering information about prevailing conditions on the selected OCC students' use of the English language from Kindergarten to Senior High School, to obtain adequate and logical interpretation of data.

Respondents of the Study

The respondents of the study with a total population of 137 were students enrolled in two- Diploma courses during the School Year 2017-2018: Information and Communication Technology and Office Management Technology.

Research Instrument

The researcher- made questionnaire was the main tool used to assess the profile of every student respondent.

Statistical Treatment

The research study used Percentage Distribution. to determine the proportion of responses relative to the whole:

%= fn x 100

Where:

f = Frequency

n = total number of respondents

Results and Discussion

This part presents the summary of research findings in tabular form and the interpretation of the findings.

Table 1

Frequency and Percentage Distribution of the Respondents According to Age

Age	Frequency	Percent
17-21	59	43.1
22-26	50	36.5
27-31	11	8.0
32-36	6	4.4
37-41	5	3.6
42-46	1	.7
47-51	2	1.5
52 and above	3	2.2
TOTAL	137	100.0

Table 1 shows the frequency and percentage distribution of the respondents according to age. Majority of the student respondents are 17-21 years old with a total frequency of 59 or 43.1 percent. 50 or 36.5 percent are from the 22-26 years old age bracket. Eleven (11) or 8 percent of the students are from ages 27-31. A total frequency of 6 or 4.4 percent comprises those from 32-36 years old. Five (5) or 3.6 percent are from 37-41 years old. Student respondents who are 52 years old and above have a total frequency of 3 or 2.2 percent. Two (2) or 1.5 percent of the student respondents are 47-51 years old and only one (1) or 0.7 percent of the student respondents belongs to the 42-43 years age bracket.

Table 2

Frequency and Percentage Distribution of the Respondents According to Gender

Gender	Frequency	Percent
Male	63	46
Female	74	54
TOTAL	137	100

Table 2 presents the frequency and percentage distribution of the student respondents according to gender. Majority of the respondents are female with a frequency distribution of 74 or 54 percent. While the male student respondents are 63 or 46 percent.

Table 3

Frequency and Percentage Distribution of the Respondents According to Civil Status

	Frequency	Percent
Single	110	80.3
Married	21	15.3
Single Parent	1	.7
Separated	4	2.9
Widow	1	.7
Widower	0	0
TOTAL	110	100

Table 3 reveals the frequency and percentage distribution of the respondents according to Civil Status. Majority of the student respondents are single with a frequency of 110 or 80.3 percent. Married student respondents have a frequency of 21 or 15.3 percent. Four (4) student respondents or 2.9 percent are separated. One (1) student respondent is a single parent or has a percentage distribution of 0.7 percent. While another student respondent is a widow with a frequency of 1 or 0.7 percent.

Table 4

Frequency and Percentage Distribution of the Respondents According to Highest Educational Attainment

	Frequency	Percent
High School	86	62.1
College Undergraduate	45	32.8
College Graduate	7	5.1
TOTAL	137	100.0

Table 4 shows the frequency and percentage distribution of the student respondents according to highest educational attainment. Majority of the student respondents are high school graduates with a frequency of 86 or 62.1 percent. College undergraduate student respondents have a frequency of 45 or 32.8 percent. And seven (7) or 5.1 percent of the student respondents are college graduates.

Table 5

Frequency and Percentage Distribution of the Respondents According to English as their First Language

	Frequency	Percent
Yes	5	3.6
No	132	96.4
TOTAL	137	100.0

Table 5 reveals the frequency and percentage distribution of the student respondents according to English as First Language. Majority of the students answered No to English as First Language, with a total frequency of 132 or 96.4, and only 5 or 3.6 percent answered Yes.

Table 6

Frequency and Percentage Distribution of the Respondents According to Language Spoken at Home

	Frequency	Percent
Tagalog	132	96.4
Ilocano	2	1.5
Visayan	1	.7
TOTAL	135	98.6

Table 6 reveals the frequency and percentage distribution of the respondents according to Language spoken at home. Majority of the students speak Tagalog at home, with a total frequency of 132 or 96.4 percent. Two (2) or 1.5 percent of the student respondents' language spoken at home is Ilocano. And 1 or 0.7 percent of the student respondents' language spoken at home is Visayan.

Table 7

Frequency and Percentage Distribution of The Respondents According To The Grade Level They Formally Learned English

	Frequency	Percent
Kindergarten	16	11.7
Grade 1	31	22.6
Grade 2	2	1.5
Grade 3	6	4.4
Grade 4	11	8.0
Grade 5	14	10.2
Grade 6	18	13.1
Grade 7	4	2.9
JUNIOR HIGH SCHOOL		
Grade 8	6	4.4
Grade 9	5	3.6
Grade 10	6	4.4
SENIOR HIGH SCHOOL		
Grade 11	31	22.6
Grade 12	16	11.7
TOTAL	137	100.0

Table 7 reveals the frequency and percentage distribution of the respondents according to the grade level they formally learned English. Majority of the student respondents learned English on their 1st and 11th grade levels with a total frequency of 31, or 22.6 percent. A frequency of 18 or 13.1 percent learned English on their sixth grade. Sixteen (16) or 11.7 percent of the student respondents learned English during their kindergarten and 12th grade. A frequency of 14 or 10.2 percent of student respondents learned English on their 5th grade in school. Eleven (11) or 8 percent of student respondents learned English on their 4th grade of schooling. While six (6) student respondents or 4.4 percent learned English during their 3rd, 8th and 10th year of schooling. Five (5) or 3.6 percent of the student respondents learned English during their 9th grade. A total frequency of 4 or 2.9 percent of student respondents learned English on their 7th grade. And only 2 or 1.5 percent of student respondents learned English on their 2nd grade.

Table 8
Frequency and Percentage Distribution of the Respondents According
to Areas of English Language Use Taught in Grade School

	Frequency	Percent
Listening	22	16.1
Reading	51	37.2
Writing	26	19.0
Speaking	22	16.1
Viewing	16	11.7
Total	137	100.0

Table 8 presents the frequency and percentage distribution of the respondents according to areas of English language use where they were taught in Grade School. Majority of the student respondents learned the English language first in the area of Reading with a total frequency of 51 or 37.2 percent. The second area of English language learned by the student respondents is in the area of Writing with a total frequency of 26 or 19 percent. Third areas where the student respondents learned the English language are in Listening and Speaking, each area with a total frequency of 22 or 16.1 percent. And lastly, Viewing is the area wherein the student respondents learned the English language with a total frequency of 16 or 11.7 percent.

Table 9

Frequency and Percentage Distribution of the Respondents According
to Areas of English Language Use Taught in Junior High School

	Frequency	Percent
Listening	18	13.1
Reading	50	36.5
Writing	28	20.4
Speaking	37	27.0
Viewing	4	2.9
Total	137	100.0

Table 9 shows the frequency and percentage distribution of the respondents according to areas of English Language Use where they were taught in Junior High School. Majority of the student respondents were exposed to English Language use in the area of Reading with a total frequency of 50 or 36.5 percent. The second area wherein the student respondents were exposed to English language use was in Speaking with a frequency of 37 or 27 percent. Twenty-eight (28) or 20.4 percent of the student respondents were exposed to English language use in the area of Writing. While the fourth area of English language use was in Listening, with a frequency of 18 or 20.4 percent. Only 4 or 2.9 percent of the student respondents were exposed to English Language Use in the area of Viewing.

Table 10 reveals the frequency and percentage distribution of the respondents according to the areas of English Language Use where they were taught in Senior High School. Majority of the student respondents were exposed to English Language Use in Speaking with a frequency of 50 of 36.5 percent. While thirty-seven (37) or 27 percent of the student respondents were exposed in the area of Speaking. A total frequency of 27 or 19.7 percent of the student respondents were exposed to English Language Use in the area of Reading. Listening in English Language Use has a total frequency of 13 or 9.5 percent of respondents. And a total frequency of 10 or 7.3 percent of student respondents were exposed to English Language Use in the area of Viewing.

Table 10

Frequency and Percentage Distribution of the Respondents According to the Areas of English Language Use Taught in Senior High School

	Frequency	Percent
Listening	13	9.5
Reading	27	19.7
Writing	37	27.0
Speaking	50	36.5
Viewing	10	7.3
Total	137	100.0

Table 11

Frequency and Percentage Distribution of the Student Respondents According to Place/s Outside School They Use the English Language

	Frequency	Percent
At Home	15	10.9
At malls/stores	49	35.8
At work	20	14.6
Online	51	37.2
OTHERS	2	1.5
Total	137	100.0

Table 11 reveals the frequency and percentage distribution of the student respondents according to place/s outside school they use the English Language. Majority of the

student respondents use English online with a total frequency of 51 or 37.2 percent. A frequency of 49 or 35.8 percent of the student respondents use English at malls/stores. Twenty (20) or 14.6 percent of student respondents communicate in English at work. A total frequency of 15 or 10.9 percent of student respondents use the English Language at home. While Others has a total frequency of 2 or 1.5 percent.

Table 12

Frequency and Percentage Distribution of the Student Respondents' Current Reading Materials in English

	Frequency	Percent
Newspapers	9	6.6
Magazines	12	8.8
Books	57	41.6
Online materials	59	43
Total	137	100.0

Table 12 shows the frequency and percentage distribution of the student respondents' current Reading Materials in English. Majority of the student respondents read online materials, with a total frequency of 59 or 43 percent. Fifty-seven (57) or 41.6 percent of the student respondents read books. A frequency of 12 or 8.8 percent of the student respondents read magazines. And 9 or 6.6 percent of student respondents read newspaper

Table 13

Frequency and Percentage Distribution of Student Respondents According to How Often They Read Newspapers

	Frequency	Percent
Daily	6	4.4
2-3 Times a week	29	21.2
Every Sunday	18	13.1
Once a month	53	38.7
More than once a month	19	13.9
OTHERS	12	8.8
Total	137	100.0

Table 13 reveals the frequency and Percentage Distribution of student respondents according to how often they read the newspapers. Majority of the student respondents read newspapers once a month with a total frequency of 53 or 38.7 percent. While a total frequency of 29 or 21.2 percent of the student respondents read the newspapers 2-3 times a week. Nineteen (19) or 13.9 percent of the student respondents read the newspapers more than once a month. Eighteen (18) or 13.1 percent of the student respondents read the newspapers every Sunday while Others has a total frequency of 12 or 8.8 percent. And 6 or 4.4 of the student respondents read the newspapers daily.

Table 14

Frequency and Percentage Distribution of the Respondents According to How Often They Read Magazines

	Frequency	Percent
Daily	4	2.9
2-3 Times a week	34	24.8
Every Sunday	12	8.8
Once a month	51	37.2
More than once a month	26	19.0
OTHERS	10	7.3
Total	137	100.0

Table 14 shows the frequency and percentage distribution of the respondents according to how often they read magazines. Majority of the student respondents read magazines once a month with a frequency of 51 or 37.2 percent. Thirty-four (34) or 24.8 percent of the student respondents read magazines 2-3 times a week. A total frequency of 26 or 19 percent of the student respondents read magazines more than once a month. While a total frequency of 12 or 8.8 percent of student respondents read magazines every Sunday. Others got a total frequency Ten (10) or 7.3 percent of student respondents. And 4 or 2.9 percent of student respondents read magazines daily.

Table 15

Frequency and Percentage Distribution of Respondents According to How Often, They Read Books

	Frequency	Percent
Daily	20	14.6
2-3 Times a week	54	39.4
Every Sunday	15	10.9
Once a month	26	19.0
More than once a month	18	13.1
OTHERS	4	2.9
Total	137	100.0

Table 15 shows the frequency and percentage distribution of the respondents according to how often they read books. Majority of the student respondents read books 2-3 times a week with a frequency of 54 or 39.4 percent. Twenty-six (26) or 19 percent of the student respondents read books once a month. A frequency of 20 or 14.6 percent of the student respondents read books daily. While a total frequency of 15 or 10.9 percent of the student respondents read books every Sunday. Eighteen (18) or 13.1 percent of student respondents read books more than once a month. And 4 or 2.9 percent of the student respondents chose Others.

Table 16

Frequency and Percentage Distribution of the Respondents According to How Often They Read Online Materials in English

	Frequency	Percent
Daily	51	37.2
2-3 Times a week	40	29.2
Every Sunday	11	8.0
Once a month	16	11.7
More than once	16	11.7
OTHERS	3	2.2
Total	137	100.0

Table 16 presents the frequency and percentage distribution of the student respondents according to how often they read online materials in English. Majority of the student respondents read online materials in English daily with a total frequency of 51 or 37.2 percent. Forty (40) or 29.2 percent of the student respondents read online materials 2-3 times a week. A total frequency of 16 or 11.7 percent of the student respondents read online materials once a month. Eleven (11) or 8 percent of the student respondents read online materials every Sunday and 3 or 2.2 percent of the student respondents answered Others.

Table 17

Frequency and Percentage Distribution of the Respondents According to Online materials Posted in social media

	Frequency	Percent
Letters	66	48.2
E-mails	25	18.2
Poems	6	4.4
Essays	36	26.3
Others	4	2.9
Total	137	100.0

Table 17 presents the frequency and percentage distribution of the respondents according to online materials posted on social media. Majority of the student respondents, with a frequency of 66 or 48.2 percent post letters. While Thirty-six (36) or 26.3 percent of the student respondents post essays. A frequency of 25 or 18.2 percent of the respondents write e-mails. Six (6) or 4.4 percent of student respondents post poems. And 4 or 2.9 percent of the student respondents post Others

Conclusions

Based on the findings of the study the following conclusions were formulated:

Majority of the student respondents are from ages 17-21, mostly female, single and are High school graduates. Majority of the student respondents' first language is Tagalog. Sixteen (16) respondents were taught English as early as kindergarten, while four (4) were taught English as late as Grade 7. From Grade School to Junior High School, the Language skills focused on were first, Reading, and second, Writing. While in Senior High School, the primary Language area focused on was Speaking, and second, Writing. The places outside school the student respondents used English were at malls/stores, at work, and at home. The materials in English mostly read by the student respondents are online materials in English and books. Magazines and newspapers in English are likewise read by the student respondents. They also post letters, essays and poems on social media, as well as write emails in English.

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Learning Styles Modality of First Year BSIS Students at OCC: Basis for Development of Modules Programming

Dr. Sarmiento, Marygin E.

Abstract:

Learning styles play an important role in every aspect of the teaching-learning process of students. In this premise, the researcher decided to conduct a study to determine the learning styles of BSIS first year students at One Cainta College, as basis for the development of modules suitable for Programming skills to help students enhance and develop their potential as future programmers. The study was adapted from the idea of O'Brien (1985) that modality means learning channel styles. The modality type with the highest score indicates the respondents' preferred learning channels technique- the higher the score, the stronger the preference. The researcher utilized the descriptive type of research in determining the learning styles. The researcher used the random sampling technique, with a total of 126 first year BSIS students enrolled during the first semester, School Year 2021-2022, as respondents of the study using an online google form survey. Chi-square analysis revealed that the profile of the respondents in terms of age and status were significantly related to the learning styles in terms of visual, auditory and kinesthetic while gender was not significantly related to the learning styles modality. Further study is recommended to determine the other parameters, not included in the study, which may help improve the usefulness, effectiveness, and acceptability of the developed module.

Keywords

Learning styles, Visual, Auditory, Kinesthetic, Modality, Modules.

Introduction

Learning styles play an important role in every aspect of the teaching – learning process of the students. According to Cook, et al. (2016) s the theory and evidence supporting learning styles must be contrasted with the related concepts of learning styles and student choice. Although the theory of learning styles remains popular in the field of education as one guideposts teacher might use to maximize the effectiveness of instruction for individual students, including students with learning and behavioral disabilities, a review of the evidence supporting a learning styles approach suggests that it offers little benefit to students with disabilities. In contrasting learning styles with the related concept of learning preferences, it posits that interventions based on student choice may offer a more parsimonious and evidence-driven approach to enhancing instruction and improving outcomes for students with learning and behavioral disabilities.

In this premise, the researcher decided to conduct a study to determine the learning styles of the BSIS first year students, so that modules suitable for the students' programming skills could be developed to help them enhance and develop their potential being future programmers.

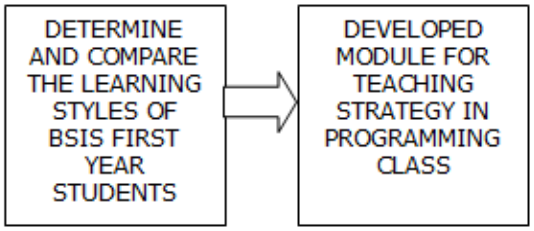
In O'Brien's modality (1985) synonymous to learning channel preferences, the highest score indicates the respondents'

preferred learning channel-, as earlier mentioned, the higher the score, the stronger the preference.

Modality	Visual	Auditory	Kinesthetic (Hands-on)
Preferred Learning Style	Learns by seeing or watching demonstrations	Learns through verbal instructions from self or others	Learns by doing and direct involvement

Frame 1 shows the provided online google form questionnaires answered by the students for them to determine their learning styles; after getting the results, these were compared to the modality learning style of O'Brien (1985) such as visual(eyes), auditory(heard) and kinesthetic(action).

The research diagrams



Frame 2 shows the researcher- developed modules based on the results of the study on the first year BSIS students'learning styles. BSIS

Statement of the Problem

The study was conducted to determine the learning styles of first year BSIS students of One Cainta College during the School Year 2021-2022.

Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of:
   1.1 age;
   1.2 gender;
   1.3 civil status?
2. How do the respondents describe their learning styles in terms of:
   2.1 visual;
   2.2 auditory and
   2.3 kinesthetic?
3. Is there any significant relationship between the profile of the student respondents and their learning styles?

Hypothesis

The null hypothesis is: "There is no significant relationship between the profile of the respondents and their learning styles.

Research Methodology

The researcher utilized the descriptive type of research in determining the learning styles of first year BSIS students BSIS at One Cainta College.

According to Naval (2017), descriptive research is used to gather information on current situations and conditions. It helps provide answers to the questions who, what, when, where and how of a particular researcher study. This could also provide accurate data after subjecting them to a rigorous procedure and using large amounts of data from large numbers of samples. This leads to logical conclusions and pertinent recommendations.

Tab
Distribution of Respondents

Level	Population		
	n	**N**	**F**
BSIS First Year Students	126	165	75.75%

The questionnaire consisted of two parts: Part I is the profile of the respondents as to age, gender and civil status, while Part II describes Visual learning with 10 items, auditory learning with 10 items and lastly, the kinesthetic learning with 10 items.

The researcher used the following statistical tools to determine the learning styles modality of BSIS First Year students. The data were tabulated, tallied, analyzed, interpreted and presented in textual and tabular forms. Further, the data will be subjected to analysis, both in the areas of descriptive and inferential statistics.

For problem 1, percentage was employed for the frequency distribution of the profile of the respondents.

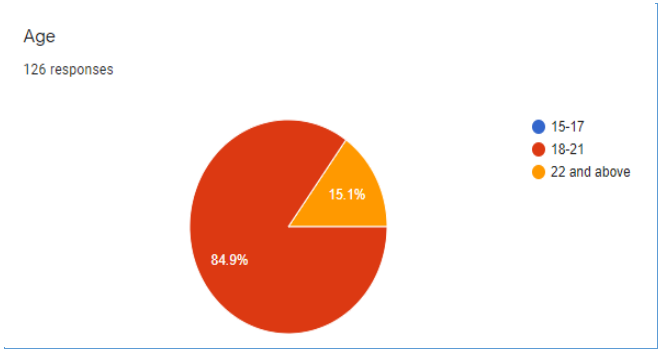
For problem 2, weighted mean and standard deviation were utilized to find out the assessment of BSIS first year students in determining their learning styles.

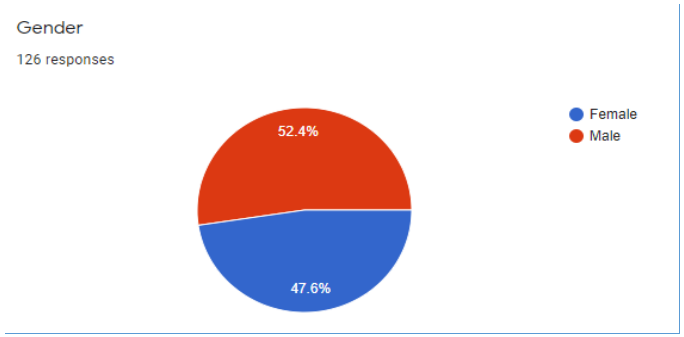
For problem 3, chi-square analysis was used to determine the relationship between the profile of the respondents and their learning styles.

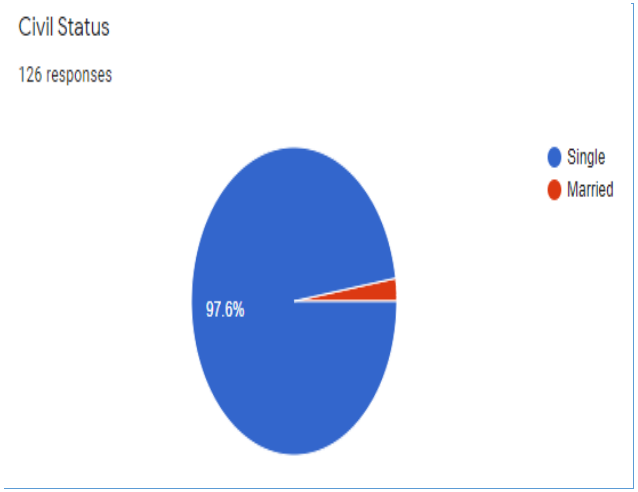
Results and Discussions

Majority of the student respondents belonged to the age category of 18 to 21 years old, were male and single.

These results implied that the respondents were dominated by 18 to 21year old males and had single status, which meant that they had finished their senior high school because of the intensive curricular implementation of the DepEd in the secondary level.







Majority of the respondents on the assessment of the learning styles in terms of Visual and Kinesthetic were verbally described as "*Often Applies To Me"* while Auditory was verbally described as "*Sometimes applies to me*".

These findings implied that both majority of the respondents had very strong styles in visual and kinesthetic or they learned the topic of the teachers by seeing and doing the activities or they had direct involvement.

The chi-square analysis revealed on the relationship between the profile of the respondents in terms of age and civil status and learning styles in terms of visual, auditory and kinesthetic were significant. Therefore, null hypothesis was rejected. These were brought about by the facts that the computed chi-square values were less than the critical value of 5% level of significance.

These meant that as the ages and civil status of the respondents increased and changed, there were tendency of having maturity and discovery about their learning styles when it comes to visual, auditory and kinesthetic because they become matured persons already.

On the other hand, gender of the respondents was not significantly related to the learning styles. These implied that the gender does not vary on their learning styles whether they were males or females.

The developed modules by the researcher can be adapted by the school such that problem on instructional material and learning resources be resolved.

Conclusion/s and Recommendation/s

Based on the findings, the following conclusions were drawn:

Majority of the respondents belonged to the young adult age group, males and single.

Majority of the respondents on the assessment of the learning styles in terms of Visual and Kinesthetic were verbally described as "*Often Applies To Me"* while Auditory was verbally described as "*Sometimes applies to me*".

Chi-square analysis revealed that the profile of the respondents in terms of age and civil status were significantly related to the learning styles in terms of visual, auditory and kinesthetic, therefore the hypothesis was rejected while gender was not significantly related to their learning style therefore the hypothesis was accepted.

In the light of the above conclusions, the researcher offered the following recommendations.

BSIS faculty members must develop programming modules based on the syllabi which include pictures and diagrams with variety of activities to develop and boost the visual and kinesthetic learning styles of the BSIS first year students.

Program heads encourage their faculty members to develop effective and acceptable instructional materials on their field or on the subject they are teaching in order to reinforce classroom instruction, keep pace with the requirement of the curricula and harness the interest of their students through independent learning.

A further study along this line is recommended to determine the other parameters, not included in this study, that may help improve the use, effectiveness and acceptability of the developed module that would give positive impact to the school administrators, faculty members, students and more importantly in the teaching-learning environment.

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Compensation and Motivation as Correlates of Employees Job Performances of Business Process Outsourcing (BPO) Industry: Inputs to E-Policy Articulation

Sigue, Chona S. Ph.D.B.A.

ABSTRACT

This study aims to determine the correlation of variable compensation and motivation on employee performance of Business Process Outsourcing (BPO) companies by using the quantitative approach. The total number of employees of the three Business Process Outsourcing companies is 1953 and the number of respondents used in this research is 435. This study used the descriptive research method, which aims to test the hypothesis in order to accept or reject the findings of the research. According to the findings of this research, compensation and motivation have a positive and significant impact on the job performance of employees of Business Process Outsourcing companies. If the employees of the Business Process Outsourcing companies are given a competitive and just or fair compensation, the employees' job performance output increases. The research also showed motivation also plays an important factor in improving the job performance of an employee.

KEYWORDS

Business Process Outsourcing, Compensation, Motivation, Job Performance

INTRODUCTION

The carrots-and-sticks principle has existed throughout generations and history. Society has always been appreciative of excellent work and well-mannered behavior with recognition and rewards, while mediocrity and ill-mannered traits have been properly dealt with, at times with sanctions. Take for instance the children under the care of their respective families and schools. When a child behaves well and delivers commendable projects or high-score quizzes, the school gives him/her an award and the child's family will surely be proud of him/her, rewarding him/her with gifts and favors. On the other hand, when a child misbehaves or does not perform well in school, s/he usually gets reprimands and disciplinary actions, both from the school and his/her parents.

These carrots -and- sticks principle still holds true as it applies to the workplace. When an employee goes above and beyond his/her job expectations, s/he is rewarded with a promotion and a raise, whereas a lazy, unproductive employee is given a warning or, worse, gets fired.

A closer examination of this principle of reward and punishment reveals that the rationale behind such principle and practice benefits not only the recipient of the reward or reprimand, but also the giver. An exemplary child and student is also the pride of the family s/he belongs to, and a laurel is added to the prestige of the educational institution where s/he studies. Similarly, it is a win-win situation for both employee and the company. The employee performs well and the company generously offers competitive salary and benefit packages to the employees because of the latter's job performance. Instead of a simple list of dos and don'ts, this scenario has encouraged positive reinforcement of discipline.

Compensation and motivation are ways for management to improve the employees' job performance. Compensation is important to employees because the amount of compensation they receive will have an effect on how they perform their job, on their personal outlook in life, their families and also on society. Compensation, also known as an award, is any type of reward given to employees in return for their productive contributions to the organization.

Jobs can be completed in any organization if employees have the necessary resources to assist them in carrying out their responsibilities. Aside from the tools and other resources used to complete a job, the most important lifeline of a company is its human resource. Company employees are the greatest assets in any organization and should be given the highest priority (Ojeleye & Okoro, 2016). This implies that the organization must be willing and able to offer decent, albeit attractive, wages and benefits to its employees. Employees will have renewed motivation to complete tasks, and as a result, they will take the initiative to implement self-discipline in the workplace, or even provide feedback and encouragement to their coworkers. Having a positive environment reduces the likelihood of the company executing heartbreaking terminations and disciplinary actions against their erring employees. Moreover, the organization can concentrate on other critical aspects of its operations, making it more productive and progressive. Furthermore, it becomes a company of choice among employees, which can lead to the recruitment of highly competent and caring individuals.

Common problems with employees that beset a company are tardiness, absenteeism, failure to deliver assigned

outputs, not following the company's policies and regulations, standards, protocols, and meeting deadlines. Instead of executing harsh and stiff penalties, fines, or punishments, a company may offer its employees the appropriate compensation and motivation, which will affect their employees' work discipline – as the saying goes, "Prevention is better than cure".

Aside from compensation, a company may also offer benefits to its employees to improve their job performance and work discipline. The employees must be motivated to be responsible, capable, and follow company regulations. If the company can provide proper compensation, it will affect the employees' work discipline and increase employees' performance which will help the company achieve its goals.

Based on the issues that various companies have had with their employees, more research is needed to determine whether proper compensation will influence its employees' motivations and how will affect their performance in accomplishing their jobs.

RESEARCH METHODOLOGY

This study utilized the descriptive design. This method is designed to provide further insight into the research problem by describing the variables of interest and to what degree the variables affected compensation and motivation among the respondents.

Quantitative research is used to collect quantifiable data and then use statistical, mathematical, or computational techniques to validate the data. Data collection was done using a validated survey questionnaire and was distributed to the BPO employee respondents. Using computer-generated random numbers technique of Slovin's formula, 435 respondents were taken from a total population of 1953 BPO employees.

The answers given by the 113 Teleperformance employees, 173 Inspiro Relia employees and 149 WNS Global Service Phil. Inc. employees were then analyzed using weighted mean, Standard deviation and Regression.

RESULTS AND DISCUSSION

This study was conducted in order to determine the relationship between compensation and motivations as correlates to employee job performances of selected Business Process Outsourcing industries that will have inputs to e-policy articulation. Using a validated questionnaire to gather pertinent data, as well as a computer-generated random numbers technique of simple random sampling, 435 respondents were taken from the total population of 1953 of three Business Process Outsourcing companies, namely, Teleperformance, Inspiro Relia and WNS Global Service Phil. Inc. The answers given by the 113 Teleperformance employees, 173 Inspiro Relia employees and 149 *WNS Global Service Phil. Inc. employees* were then analyzed, using weighted mean and regression. The findings of the study are as follows:

1. The majority of the Business Process Outsourcing employees' respondents got "Very Satisfactory" in

three consecutive years (2018, 2019, 2020) with 243 out of 435 or 55.85 percent. These constituted more than half of the entire population of the Business Process Outsourcing employees. It implied that most Business Process Outsourcing employee respondents have exceeded the expected job performance. All goals, objectives and targets were achieved above the established standards. According to Johari, Ridzoan, and Zarefar (2019), creating awareness on factors that could influence employees' job performance and participating in training programs such as stress management that focus on ways to manage stress due to the pressures that an employee may face is required.

2. Business Process Outsourcing employee respondents evaluated the assessment on compensation in terms of size of work (WM=3.46 and SD=0.60). It further showed that most Business Process Outsourcing employees are looking for ways to improve their performance at work (WM=3.60 and SD=0.60). It further conveyed that the Business Process Outsourcing employees rated at Highly Evident in terms of size or work. According to the findings also, an employee's compensation has a significant effect on the size of work assigned to Business Process Outsourcing employees. This is somewhat different from the study of Baledi and Saed (2017) where their findings revealed that employee compensation was just an average where the quality of work came first, followed by accuracy and quantity of work.
3. Business Process Outsourcing employee respondents evaluated the assessment on compensation in terms of financial payment (WM=2.86 and SD=0.84). It also indicated that they felt that their salary was not enough to sustain their family's needs (WM=2.60 and SD=0.86). These results indicated that having a high or competitive salary has a direct effect on the job performance of the employee respondents. This would agree with Darma and Supriyanto's (2017) study which showed that employee performance is directly affected by benefits in the form of pay, salaries, promotions, services, travel programs, and holiday allowances. Their study also indicated that salary is the highest loading value among the other indicators of their study. The study of Riut Iptian, Zamroni, Riyanto Efendi (2020) also agrees with the results of this study.
4. Business Process Outsourcing employees' respondents evaluated the assessment of motivations in terms of Growth (WM=3.02 and SD=0.75). The Business Process Outsourcing companies are not giving promotions when they take further studies like masters or doctorate degrees (WM=2.80 and SD=0.80). This is in contrasts with Rinny, Purba and Handiman's (2020) study which showed that the highest correlation between dimensions on the promotion variable with regard to the performance variable is on the dimensions of job performance vis-à-vis job skills, which resulted as a benchmark to create the desire of educational staff in improving their job skills.
5. The level of assessment on motivations in terms of supervisions and relationships is Highly Evident

(WM=3.36 and SD=0.70). It further showed that the Business Process Outsourcing employee respondents have a highly evident collaboration approach. According to Pawirosumarto, Suharno, Iriani and Dini's (2018 study), employees and firms recognize mutual relationships in the workplace and use compensation to increase morale so that productivity can increase.

6. Evaluation of the level of assessment of motivations in terms of working conditions at Highly Evident (WM=3.38 and SD=0.72). It further showed that most of the items were rated Highly Evident with the highest mean of providing the right equipment for them to do their job correctly. The least mean (WM=3.20 and SD=0.75) in working in the department of their choice was rated as Evident. This is also in line with the findings of A. Msallam, Al Hila, Abu Naser, Al Shobaki, and Al-Habil (2019), which used a computerized Management Information System to boost employee work performance. The findings revealed a statistically significant association between computerized Management Information Systems and boosting the functional performance of Palestinian cellular communications firm personnel at the 0.05 level. At the 0.05 level, the data demonstrated a statistically significant association between software requirements and improved functional performance of the Palestinian cellular communications firm personnel. They advised that the Palestinian Cellular Telecommunications Company - Jawwal supply data inputs appropriate for the employees' needs, and that all employees be given the necessary instructions to run the applications they need to do their jobs.
7. The evaluation of the level of assessment on motivations in terms of job security (WM=3.24 and SD=0.7 further showed that employees do not see themselves working in their company until retirement (WM=2.70 and SD=0.73), but they are positive that they will be regularized because of their performance (WM=3.50 and SD=0.66). According to Khudhair, Rahman and Adnan's (2017) article, compensation strategy will also help to ensure employee growth and retention within the company.
8. Relationships in the employee's level of assessment on compensation and job performance rating in three consecutive years have the probability value 0.03 which is less than 0.05 Alpha level. Therefore, the null hypothesis is rejected. Similarly, compensation variables significantly affect employee performance. This is also in line with the research conducted by Darma and Supriyanto (2017) and supported by Triana's study (2017) which concluded that compensation has positive and significant effect on job performance. Good compensation should apply the principles of fairness and the amount of compensation should be related to the relative value of a job.
9. Motivation significantly affects job performance; it is proven that the p-value of 0.03 is less than the critical value of 0.05, It indicates that the effect of motivation on employee job performance of Business Process Outsourcing companies is positive and significant. The same study of Akshatha (2017) and research conducted

by Wolor, Supriyati and Purwana (2019) asserted that motivation at work influences positively and significantly job performance. The motivation of work is needed by employees to be able to achieve high job satisfaction and job performance.

CONCLUSIONS

Based on the findings of the research and discussions outlined in the preceding chapters, and with reference to some hypotheses and findings from previous studies, the following conclusion can be drawn about the research hypothesis that compensation and motivation influence employee job performance in Business Process Outsourcing firms:

1. Compensation has a positive and significant effect on job performance. This means that if the compensation received is higher, the better or higher the job performance;
2. Based on the data analysis, motivation on work has a positive and significant impact on job performance at Business Process Outsourcing companies. This means that if employees are more motivated at work, their job performance will improve; and
3. Job satisfaction has a positive and significant impact on employee performance at Business Process Outsourcing companies. This means that as employees job satisfaction increases the employee's performance will also be better.

RECOMMENDATIONS

Some suggestions that can be submitted to improve employee performance of Business Process Outsourcing companies are: management is always trying to increase the compensation of employees in the form of financial and non-financial payment, which can be delivered directly or indirectly.

1. Management should create a compensation system that is appealing, competitive, fair, and motivating. Depending on the size of the employees' responsibilities assumed or the level of complexity of their work, compensation must be appealing to employees and competitive with other companies. Employees will be motivated to perform better as a result of higher pay.
2. Management should create an e-policy to improve employee motivation by accommodating employees' needs to excel in their work, have authority, and a sense of belonging with their co-workers, so that they can grow and achieve career success, as well as an award or recognition for loyalty and performance.
3. Management must maintain or improve employee satisfaction, by providing challenging work, creating a conducive working environment by providing employees with up-to-date policies and procedures, adequate work equipment, a good job security system and the implementation of job liability on a measurable tiered basis.
4. Management must have a good performance appraisal system and clear performance measures in place to ensure that the company's goals and objectives are met. Performance appraisals must be

specific, measurable, achievable/realistic, and reliable and have a time limit. Performance measures are used to determine a person's superior efficiency by taking into account the quality, quantity, timeliness, and effectiveness of their work.

5. A call center phone system must be provided by Management so that employees can handle several calls from current or potential customers of the company. This will help the employees in handling purchases, customer service, technical support, payment or billing, complaints, or queries about products and services that the company is offering. The call center phone system can also help the employees in doing their tasks, like surveys, collections, sales verification, and advisories. The system can help the employees focus on maximizing cost-per-call, while hitting customer acquisition or sales targets.
6. Educating the workforce through training will help Management enforce the e-policy with discipline and technology. On-site, online, and video training sessions can be conducted, as well as built-in evaluations into training to ensure that the employees will participate in the training. Continuous training and certification process must be done to ensure that the employees are updated with the policies which will help them perform well in the job.