

SCHOOL FACILITIES: EXPERIENCES OF PWD-STUDENTS



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APPROVAL SHEET


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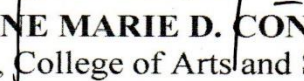


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The Researchers

DEDICATION

We dedicate this thesis to our parents; they always had been a positive role in our lives, and they have been a lifelong example of hard work and perseverance. In the face of adversity and many challenges along the way, they have always pushed through and did what she had to do to make things work. They taught us the importance of hard work, honesty, and integrity, being humble in every situation, and never giving up. Our parents have not lived the easiest of lives yet never backing down from their beliefs all the while. Thank you, Ma and Pa, for providing an excellent example for us and others in your life and instilling in us many of the same virtues and passions that you have contributed to demonstrating.

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ABSTRACT

The main purpose of this qualitative study is to find out the facilities of a higher educational institution for students with disabilities. Seven participants were selected for the interview. This study sought to discover the experiences of students with disabilities while staying in the premise as well as their motivations and the facilities that have helped them to strive for success continually. Also, this study unravelled the lessons and insights of the participants. It is indeed that having a disability is never a hindrance to getting the goals of every student who is determined enough to finish their studies. Further, schools' facilities and accommodations have a significant impact on the lives of those who are affected and have great help to motivate students to continue to strive. Based on the findings, themes such as: unavoidable challenges, assistance and convenience, being strategic and drawing inspiration, recognition of the usefulness of the facilities and acknowledgment for the need for improvement were established. The implication of this study to social work discipline is to understand the situations of students with disabilities thoroughly as this would as a reasonable basis for improving the facilities for those students.

Keywords: School facilities, experiences of PWD, qualitative, in-depth, Davao City, Philippines

Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

The provisions of services for college students with disabilities in Lesotho, South Africa, are still inadequate and problematic, it needs to be modified for the students with disabilities in a higher academic institution to succeed in education and take part equally with the able-bodied students (Mosia, 2017).

Based on the evaluations for the rights, equality, academic provision and services in Thailand, the findings had unveiled that there are discrepancies of the regulation between the proper implementation due to the negative stigma of the provider companies as well as the society closer to college students with disabilities. There have been no longer enough refinement of academic services to address the needs of college students with disabilities (Cheausuwantavee, and Cheausuwantavee, 2012). This reflects not only in Thailand that legal and policy, but also in other countries, which includes the United States and many developed nations (Wagner, 1995; Ministry of Education, 1999a; Anuprasert, 2002; Stodden, Roberts, Picklesimer, Jackson and Chang, 2006; Phuakkhong, 2008).

Due to the shortage of allotted sources of alternative materials to accommodate the needs of the PWD's and the lack of instructor who is specialist in handling students with disabilities, there is only less than three percent of formative years and young people with disabilities have suited access to education. This was once claimed through the Department of Education (Beunaobra, 2011). In the University of the

Philippines Diliman, in accordance to a freshman student, the adjustment to challenging college classes and requirements used to be not merely the challenge. It is also attending classes in exclusive structures on the extensive campus, and the classrooms are on the top floors. However, there's an absence of elevators or ramps to access them; accessibility features, elevators, accessible restrooms, economic aid, and assistive technologies are the common issues of faculties here in the Philippines (Enano,2015).

There have been researches for PWD's, but there's still no research about college facilities for students with disabilities enrolled in a higher academic institution locally. And according to a study, students with disabilities are not usually recognized, and incapacity data is not ideally used (Mosia, &Phasha, 2017). This is the purpose why the researchers came up with the concept of getting to know the experiences of students with disabilities.

Research Questions

This study aims to investigate the facilities for PWD-Students to the one of the Higher Educational Institution and tries to search the answers of the following questions:

1. What are the experiences of students with disabilities about the school facilities?
2. What are the coping mechanisms of students with disabilities about the school facilities?
3. What are the insights of students with disabilities about the school facilities?

Purpose of the Study

The purpose of this study is to find out the facilities of the Higher Educational Institution for the student having physical disabilities. Also, to know the current situation of the PWD-Students, their experiences while staying in the premise, their inclusion to the development to the tertiary learning institution their satisfaction on their physical environment of where they studied. This could also help the school in improving its facilities for students with disabilities. This is to promote a barrier-free environment for students with disabilities.

Theoretical Lens

This study is anchored to The Social Theory of Disability says that an individual is not disabled due to the fact of their disability, they're disabled because of the social barriers that hinder them from performing activities and living independently. The limitations may be physical, like, for instance, a constructing that is not accessible for PWD's, comfortable rooms that are not accessible, or can be an appreciation of the people towards them that they can't do certain matters because of their impairment. This model helps people to understand the boundaries that precipitated difficulties or challenges for persons with disabilities. By removing those limitations and barriers creates equality for persons with incapacity and freedom from doing things like normal humans for them to live independently (Oliver and Barnes, 1990).

Alfred Adler's theory of Inferiority complex, Inferiority is a psychological ailment that can make an individual felt worthless and couldn't value their selves. According to him, we cannot deny the emotions of being inferior can also experience

utilizing each child because this is a result of having a surrounding with a more advantageous of more capable people. This is also the feeling of these people with disabilities while getting into college. They experience they are weaker than the ordinary ones because of their limitations. These factors are one of the reasons why some of them have difficulties in socializing, getting a high grade, being usually present in the class, from time to time leads to being indisposed in attending their classes. That is why there are increasing in numbers of Person with disability college students that did not earn or achieved their degree (Radwan,2006-2017).

However, Adler's theory of Inferiority can be solved through Carl Roger's Person-Centered Approach. Roger's consider that each individual has the potential to develop and to strengthen if the environment will accept them entirely as they are, anyone might also obtain his self-actualization if motivated through the environment (Roger's,1902-1987). In connection with this study, persons with disabilities can express themselves freely if they are free from judgments. They also can improve from the feeling of being inferior to an individual with values and has a sense of self-esteem and if the environment will provide help to them through imparting various techniques and facilitation that are suitable to their needs.

Review of Related Literature

Disability, in a broader definition, is a bodily or intellectual impairment that could restrict the everyday activities, physically or mentally, of the individual who is affected (Andres, 2015). Moreover, there are three categories of challenges of PWD's in their day-to-day activities; these are the three P's: Physical, Policy, and Perception.

The first category is the Physical boundaries are PWD's bodily difficulties in executing their daily activities. The second category is policy barriers, which refer to the coverage that restricted the PWD's to revel in their lives like the able-bodied human beings due to the lack of recognition and study regarding the needs of persons with an impairment. The remaining category, the perception barriers, refers to the people's negative stigma towards PWD. They have inclined to discrimination resulted in low of vanity and no longer capable of thoroughly revel in their lives, particularly the physically impaired students. They are often rejected, barring acceptable reason at their workplace, class, social hangouts, sports activities, and others (Shafiq, 2014).

Experiences of Students with Physical Disabilities in a Higher Educational Institution's Physical Environment. Students with physical incapacities are confronting a ton of troubles, not merely in their openness to the physical structure of their schools. However, there are additional issues concerning the educational plan, showing style and appraisal, although there have been indications of progress in the arrangement for understudies with handicaps to address their needs (HEFCE/HEFCW, 1999).

By and large, the school's condition and framework aren't good for the understudies with a physical disability (Croft, 2010). There are two sorts of tormenting in school. It is the student-to-student bullying and educator to-understudy tormenting. In open poll and meeting respondents, 33% of them expresses that their kids with incapacity had encountered a type of instructor tormenting in schools. Sadly, most school principals realize that a portion of their instructors is tormenting those

understudies with disabilities (Norwich, Kelly, 2004). Counting embarrassment, terrorizing, yelling, and a few educators are urging different understudies to menace different understudies with incapacity, and gravely, one case expresses that the instructor is harming them physically. Another factor that makes battle an individual with a disability during school is the point at which they are being segregated by other ordinary understudies (Kearney, 2011, p.84; MacArthur, 2012). Individuals with physical inabilities have encountered limited opportunities to appreciate school conditions or practices. This is because of fewer needs given by instructive suppliers to issues that may bolster the incapacitated particularly in creating nations in regions, for example, educational plans, instructing and learning materials, foundation, exceptional projects, for example, sports and games, ecological issues and the general nature of training. As per the Education for All (EFA) Global Monitoring Report 2010, arriving at the underestimated kids with inabilities stays one of the primary issues prompting comprehensive avoidance of the gathering from quality instruction (Macleod, 2014).

A study revealed that the cooperation of students with physical inabilities had stayed a boundary for them, for example, the openness of their physical condition or even the educating style. Understudies with physical handicaps are rejected in joining extra-curricular exercises, for example, games and sports. Physical health has likewise influenced a few students' decisions included (Teachability, 2002).

The space of the classrooms, inadequate access to learning materials, and climbing the stairs are the problems that a student with physical disability faces, and because of

these problems, there is more than sixty percent (60%) of those students performed poorly (Filmer, 2005).

There are factors or encounters that an individual with an inability may experience like bullying. Debilitated kids are all the more frequently a casualty of harassing. 62% over a portion of understudies with Autism Spectrum Disorder is a typical case. Fundamentally, 1 of every 5 to 1 of every 7 Australian students was reported being bullied once per week or more. There are comparable outcomes that are uncovered by different ponders published by the International research, "Walk a mile from their point of view: Bullying and the kid with exceptional needs" by Ability Path.org which shows that in Britain more understudies with handicaps are a casualty of harassing than those without incapacities. 60% of understudies with handicap announced being tormented, contrasted with 25% of understudies by and large. (Bottroff and Slee, 2007).

According to the survey of the Bureau of Labor and Statistics that people with disabilities are less likely to have completed a bachelor's degree than able-bodied individuals. 16.4% of people with a disability earned a bachelor's degree, compared to 34.6% of undergraduate students without limitation (The Economics Daily, 2015).

Accommodation process, ineffective dispute resolution mechanisms, negative attitudes and stereotypes, and inadequate funding are the different forms of barriers in the educational services for students with disabilities.

Student with Disabilities' Coping Mechanisms. The students with disabilities should be able to avail of a specialized training inclusive to them and be useful in the provision of training towards other students in the mainstream environments as

states by Special Education Needs Act 2004. In the findings of this study, it needs that the instructors should accept the students with disabilities and provide other additional demands of the environment that assist the students with disabilities. However, it needs to have an evaluation to establish the private education for the disabilities and coordinate with the Health Service Executive to work on the enhancement of the school services and also the health of the students (Equality Authority, 2005).

It is recommended that the physical facilities of the school building be accessible for the students with a disability, such as installing a lift or ramp. Also, the Disability Act of 2005 refers to access to buildings and services in public bodies. This provision, it is informing that it needs the school building to be designed appropriately and accessible for the students with disabilities (Special Education Review Committee, 1993).

The primary school entrance must be within reach of the students with disabilities. Some things must be considered, such as space, position, signage, and lighting. There must be an assurance that all the students, staff, and parents can use. It should provide ramps, appropriate signage. If the location of the classroom is far away from the school entrance, it should give any school transportation near the door and should prioritize the students with disabilities. Every hallway should have an appropriate light to be easily accessible. The pedestrian must have an exact width that would be clear of clutter (NDA, 2012).

The passageway ought to be made to distinguish effectively and effectively comprehend for specific of understudies who have a handicap, for example, real,

medically introverted range issues, discourse correspondence, and language needs, or learning inabilities. The signage and different methods of direction are useful for students with disabilities. The students with disabilities can discover their way around the school, working by changing the shading, surface, or extent of the slope and foyer. Various exteriors of floor covers or specific shapes or images incorporated with the deck can be utilized to flag multiple sorts of rooms or other wayfinding data, especially for individuals with vision impairment. It is critical to test proposed structures with building clients to keep away from any confounding examples. Likewise, the handrails of the pathway have a solid shading contrast that gives the data and extra physical help of the understudies of outwardly debilitated (NDA, 2012).

The entryway should have a consideration of the widths, vision, visual to be accessible to the visual impairments and other disabilities. As it is prescribed, the situation of the sign contiguous the entryway and straightforwardly methods for apparent regardless of whether the entryway is left open. There is a visual differentiation between the timber finish of the entryway and the encompassing divider (NDA, 2012)

The arrangement expected of well-structured inclines in the middle of little changes to guarantee that is will be available to wheelchairs clients in the slanting destinations. Now and then, a large number of the incapacity's understudies think that it's simpler to utilize step than a slope. The stairs plan should be available for both PWD students and able-bodied students. Be that as it may, the handrails gave to help by all clients of stairs, a basic for students with vision impairment or portability

handicap. Introducing the bars, it considered the lower tallness than the standard to suit for littler individuals (NDA, 2012).

REPUBLIC ACT NO.7277, known as the Magna Carta for PWD, is an act that supports the PWD's to have independent living and recognizes them as part of the society. The state, the government, every individual, the families, and other non-government organizations shall adopt this policy and must do something in improving the quality of life of PWD, be an advocate for a PWD friendly-society.

Students with Disabilities Insights to the HEI's Physical Environment.

Despite the laws that are in favor of including persons with disabilities, when it comes to implementation of the recommendations on how to supply equitable, accessible, and satisfactory education to physically disabled students, particularly in a higher learning institution, governments and stakeholders' priorities grew to be an exquisite determinant. Historically, persons with physical disabilities have been marginalized and deny equitable opportunities, which include participation in higher education. They have been criminally victimized within society's establishments, mostly due to negative psychological factors such as negative attitudes, prejudices, stereotyping. Lack of information about aid services to disabled students in higher learning institutions has been a regular theme in many kinds of research in developing nations such as Ghana and Tanzania (Hughes, 2005).

Many students with physical had experienced frustration at some point in their tertiary education due to the lack of appropriate services and support, physical barriers on campus, and negative peer attitudes. It requires positive

institutional attitudes, which ought to begin at the top level of the administration down to faculties and departments of the school. Although the stereotypical mindsets of the community towards PWD's are out of the management's control, then again, these issues can solely be resolved with the aid of discussing the disability during the orientation of the newly-enrolled students (Draffan and Wald, 2008).

A person with a disability will encounter a lot of difficulties, one of that is executing everyday activities. And it is especially most problematic for students with disabilities is navigating an inaccessible campus. It was in the year 1994 when the tertiary schools have started trying to make the facilities friendly for PWD's (Healey et al., 2011).

The points of view on disability and society recommends that social, attitudes and natural boundaries in the public arena are significant segments in debilitating individuals with physical or potentially mental impedances. In this sense, separating debilitating social practices against persons with disabilities may be as substantial, if not more, along these lines as looking to fix physical and additionally mental disabilities. (Rehabil. 1997).

The Filipinos are great individuals. We care for each other; however, we should be taught and educated. We are oblivious about the various individuals in our general public who need assistance; along these lines, we will, in general, segregate them. In a nation report arranged by ADB on Disabled People and Development, issues like exclusion, restricted access to essential social administrations, regular training, social security, and business, lodging, and wellbeing and recovery must be tended to inside the setting of full interest of individuals with inabilities. Without access to a full scope

of network benefits as a crucial advance, Filipinos with failures won't have the option to stand up to boundaries to consider when all is said in done and will consistently be confined and unserved. Society can, at times, be cruel and heartless toward the necessities of individuals with incapacities. Individuals gaze any place they go and more awful evade away from being in a similar live with them. We should alter our way of living, re-teach ourselves, and start to see disabled individuals as contributing powers to society (De Guzman, 2011).

The development and laws by the American Disability Act 1990 and the Disability Discrimination Act 1995, expected to furnish more chances to people with handicaps living in the society it restricted in social equality law in the separation of the inability (Okawa& Ueda, 2008; Francis and Adams, 2010; United Nations, 2010). The studies unveiled appropriate educational support and provisions in the crucial to enhancing the quality of life of students with disabilities in modern and capitalist societies. It contributes to a greater success of education, gains employment, and financial independence (Stodden et al., 2006; Sheppard-Jones et al., 2007).

The most disabling part of a PWD's life is their physical environment, the National Council reported it for Disability Affairs, that despite the enactment of the Batas Pambansabilang 344 also known as "An Act to Enhance the Mobility of Disabled Persons by Requiring Certain Buildings, Institutions, Establishments, and Public Utilities to Install Facilities and Other Devices," law that requires each working to be without hindrance condition, there are still a ton of issues concerning the PWD resembles slopes that are absence of handrails, others are steep or excessively thin,

hazardous walker paths of pathways substantially more for PWD's, Comfort rooms are too little and deficiencies of getting bars, lifts that are not working

Coping Strategies Used by Students with Disabilities in Managing Social and Higher Educational Experiences was conducted, and it was found that students are motivated to finish the study due to their aspiration of living independently, proving their self-worth, and because of economic necessity. The social support also has a significant contribution to motivate the students with disabilities in achieving their dreams (Ambat, 2015).

Significance of the study

This study intends to benefit the following:

Students with Disabilities. This study may be beneficial to the students, especially those who have physical disabilities, and it will discover their experiences and insights into the school facilities. These students can live more independently and would be able to compete with able-bodied students.

School/University. This study may help existing school services and facilities developed and improved for a PWD-friendly school. It can enchant more students if all students are addressed.

Social Work Program. The social workers or even social work students' main focus of concern is the welfare of every human being. The functionality of an individual's social role needs to know what are the different needs of any sectors of the population so that they can assist what the appropriate interventions required by those people are.

Future Researchers. The future researchers would also benefit from this study, for they can use this as the reference for the next study about the needs of the students with disabilities.

Definition of Terms

The following terms are defined operationally and conceptually.

Facilities. It is a bit of gear or administrations that are accommodated a specific reason which offers a chance to do or profit by something.

Disability. The failure to connect any considerable productive action because of any medicinally definite physical or mental weaknesses which can be relied upon to bring about death or kept going under a year.

Chapter 2

METHOD

This chapter presents the research design, research participants, research instrument, data gathering, and role of the researchers, the trustworthiness of the study, ethical considerations, and data analysis.

Research Design

This study is being explored using a qualitative, phenomenological method that sought to discover and understand more profound the situation or social life of the target participants (Crossman, 2017). This study tries to understand, to determine the higher educational institution's facilities, a series of in-depth interviews have been gathered from students with disabilities enrolled in that institution to know their experiences and their insights.

Research Participants

This study is composed of seven (7) participants with disabilities. These participants are vital in the research because they own the 80% part of this study. These participants are college students with physical disabilities who are enrolled in a higher educational institution, ages 18 years old and above from 1st year to 5th year. The researchers choose the students with physical disabilities since the research topic is all about the school facilities. The participants would answer all the research questions to find the exact research about their experiences, their coping mechanisms, and their insights about the school facilities.

Source of information

The interview is the most common study of data in qualitative research, and the prevalent one is the person-to-person interview. The participants are referring to the students with a disability enrolled in a higher educational institution, given the fact that they are the main actors of the study that can best respond to all the questions. They happen to have greater ideas regarding their own experiences supported by other information related to the study of students with disabilities from the internet and other published books in the library.

Role of the researchers

The researchers took the part of the interviewers; the researchers designed the questionnaires; the researchers formulated the questions relevant to the topic. As interviewers, asking permission to interview the seven (7) participants are needed. After given the approval, the researchers then immediately conducted a one on one interview to the students with physical disabilities, the researchers are guided in asking questions through the questionnaires validated by the panel. The researchers also took the role of transcribers, writes the answers of the participants, and present to them the verification after the interview. After the interview, the researchers analyzed and sorted all the data being gathered.

Conduct of the Interview

The researchers gather data by conducting an in-depth interview is conduct using guide questions as a helpful guide; that is why the researchers believe that the information taken from the participants helps a lot to the success of the study. Before

interviewing the participants, the researchers ensure that the participants are willing to participate, and the participants were able to read the informed consent and signed it. The participants shared their differences, which are discussed in the next chapter.

Trustworthiness of the study

In qualitative research, for the study to be trustworthy, the researchers must be sure that they are going to establish the metric about the validity and the reliability of the survey so that the information could be used in whatever related purposes. And for that, the researchers are going to apply the basic principle of trustworthiness. These are Credibility, transferability, dependability, and conformability. Credibility must be established in this study so that the survey is believable, that the data being gathered are existing and happens in real life of the students with disabilities. Transferability, the researchers, should make sure that the results of the data can be useful in any related studies. Dependability in this study, the result should be depended and can be trusted. Confirmability, the researchers, must give assurance that the research is valid and are curtailed and are strongly believable with the help of the panel.

Ethical Consideration of the Study

In this part, the researcher aims to consider the moral issue that arises during the planning and carrying out of our research. The researchers followed the guidelines to ethically and uprightly illustrate each of the discussion matter. With these, the researchers follow the specific principles and guidelines established by the university. *Manual respect*, this study presented with extreme appreciation given that admiration

is essential for open respondents and fair exchange about the objectives and desires. The researchers can guarantee the exploration of members' nobility of all their commitment and have an appreciation and duty to ensure the independence of examination members (Carnegie Mellon University, 2013). *Beneficence*, the researches considered the welfare of the participants that incorporates issues, for example, the effect of the examinations of member's social, mental, and otherworldly conditions while expanding the guides that collect to the exploration supporters (Ayiworo, 2013). *Informed consent*, the researchers paid careful thought to the strategies and adequacy of secrecy in gaining the information. The researchers solicited the endorsement from the source and exhibited the reason for the study for them to have a diagram of what research is all about. The researchers underlined the motivation of the participants behind the research and the inclusion as they are particularly reasonable in giving the information to the survey. The researchers unassumingly asked consent before directing the meeting furthermore, introduced the significance of the respondent (Corti, Day and Backhouse, 2000).

In this study, the researchers introduced their selves to the participants and explained the purpose of the research. As a qualified participant, permission to conduct an interview has been asked to them. The participants agreed to answer the question fairly after knowing that their identity is safe because confidentiality will be applied in this study.

Analysis and Treatment of the Information

The narratives of the participants have been combined and clustered to create a thematic analysis. Thematic analysis is considered as most utilized and proper for any

study that seeks to unveil and widen the understandings. It enables the researchers to connect the research topics to make it as a whole. Qualitative research requires general knowledge and a vast gathering of various parts of information. The thematic analysis provides opportunities to understand the issues more (Marks and Yardley, 2004).

After interviewing the participants, the researchers then transcribed the answers of the participants based on the research question. The participants answered using the Cebuano dialect, and the researchers translated it into English. After transcribing, the researcher's presented the data to the data analyst. The role of the data analyst is to deepen the data being gathered by clustering the responses of the participants. The data analyst has drawn themes based on the core ideas, which are the typical response of the participants.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents the result and discussion of the study. The common answers of the participants, as well as the ultimate answer, are integrated into this portion of the study.

The researchers intended to interview 7 participants. The 7 participants are students with physical disabilities. They come from the different departments of a higher educational institution. Three (3) students are from College of Arts and Sciences Education (CASE), (2) two students are from College of Teacher's Education (CTE), and the other (2) are from College of Fine Arts and Architecture Education (CAFAE) and College of Computing Education (CCE). From the first year to 4th year, ages from 19 to 30 years old.

Table 1. Experiences of Students with Disabilities with the School Facilities

Themes	Core Ideas
Unavoidable challenges	Going to the fourth floor in the GET since there's no elevator in that building. (P1)
	Some areas are dimmed and dark. I can barely see the room letters.
	The distance of the gates to the classrooms, especially if the classes will be on the third floor, is very tiring.
	Crowded Pathways.
	I can barely see the letters/shelves in the

library, and there's no personnel whom I can ask for help. (P2)

Pathway in the mini forest is not PWD-Friendly.

Assistance and Convenience

Using the stairs is very tiring and challenging.

Unavoidable Challenges

As a student with a disability, there are a lot of inevitable things. Inability, as it characterizes, is an issue that an individual may encounter since it can cause trouble, and it constrains an individual to do an action or undertaking (WHO, 2013). The disability of the members had caused them problems, that even the offices have been redesigned, there are examples that the difficulties can't stay away from as the members explained their encounters as to the school facilities. That is the reason it is suggested that the physical offices of the schools be available for the students with inabilities by introducing a lift of inclines (Special Education Review Committee, 1993). The schools should plan foundations that are PWD-D, for example, the arrangement of school access to be available for each of them, great lighting in each passage for the students with vision hindrance, inclines for wheelchair clients (NDA, 2012).

Assistance and Convenience

The students with physical disabilities are facing a lot of issues not just on availability to physical structure of their schools, but also on the educational plan,

teaching style, and evaluation despite the fact that there have been indications of progress in the arrangement for students with handicaps to address their needs. (HEFCE/HEFCW, 1999). What's more, all in all, the school's condition and foundation aren't generally excellent for the students with a physical handicap (Croft, 2010). And this was adhered to by the members, they discover the offices advantageous yet also communicated that they need help to make it increasingly advantageous.

Naka challenge sa akoo kanang moadto ko sa 3rd-floor naay elevator Pero sa GET wala man gud. Sa two years Naku diria sa UM wala pa ko kaexperience og difficulties kay nagahinay-hinay raman ko kada saka og naog nako tapos naga panghawid pud ko. Pero nakatabang kaayo siya para sa akoo kay bali exercise na naku siya. Daghan pud kaayo tao sa pathway, mahadlok ko masipaan kay naay tendency namatumba dayun ko. Diha pud mini forest, natumba ko once kay ang dalan dihaa, dili PWD-friendly. (What challenge me the most is going to the 3rd of the GET building, which doesn't have an elevator. In my two years of stay here in this university, I haven't experienced difficulties yet because I make sure to climb the stairs slowly, and I always hold to the handrails, and it still helped me as it serves as my exercise. And the pathway in the mini forest, not PWD-friendly, I had a tripped experience.) P1.

The second participant who is visually impaired, says that the elevator has a remarkable impact for her; she doesn't need to count her steps when climbing upstairs. But there are areas in the university that are dim and dark, resulted in difficulties in finding her classrooms. She also had an almost-tripped-experience in the stairs because the lights are already turned off. The library isn't useful for her because she cannot find the book she needed, always end up browsing the internet.

*Positive ang impact sa elevator para sa akoo nga visually impaired dili naku mag.ihap-ihap og steps pasaka sa stairs, kay ang stairs wala may palatandaan, negative pud is naay areas diria sa UM nangit-ngit og magbaktas ka, kaisa ko hapit nadugmo sa stairs kay gipagngan man ang suga ug kana pud pagpangita sa akong room kung ngit-ngit ang lugar maglisud ko. Sa library dili kayo makita ang number tapos wala koy mapangutan.an og asa ni na book banda. Nakaapekto siya in terms sa information na kailangan for assignments, projects and reports sa internet nalang magkuha pero daku ra og kalahian ang internet sa book. (The elevator has a positive impact on me who is visually impaired. I don't need to count my steps in climbing upstairs, which do not have signs or white symbols, and the other negative is, there are areas in the University that are dark. In the library, I can't see the number of books, and I cannot ask someone where the book is. It affects me in terms of information that I need for my assignments, projects, and reports, I only used the internet, but it has a big difference between internet and book) **P2.***

The third participant who has an inborn physical disability, says that he doesn't have difficulties in the school facilities, except for the internet that is not functional.

*Okay, man sila secure tapos always nagacheck sa bag, Maka-affect siya sa students kay feel secure sila. In terms, sa book og bangko walay problema sa wifi lang walay connections. (It was okay and safe because they always check the bag of the students, and it affects the students because they feel secure. In terms of the book and chairs, there was no problem, and the only problem was the internet connection) **P3.***

The fourth participant who also has an inborn physical disability says that it can never be avoided being behind with the abled person. There are stairs in the DPT building that has handrails, but students are setting there, that is why he cannot use it.

Dili maiwasan na mabehind sa mga abled person dapat tanang hagdanan naay hawidanan kay usahay naa maglingkod sa stairs diha sa may DPT, dili ko kagunit sa hawidanan. Na affectohan kaayo ko atong wala ko kagamit og elevator kay nalate ko sa akong klase pero maka-adjust raman gihapon ko. (Cannot avoid being behind to the abled person, and there is stair in the DPT building that has handrails, but I cannot use it because some students are setting there. It affects me so much when I arrived late because I did not use the elevator, but I can adjust.) P4.

The fifth participant responded that her challenge was the school pathways, and the Ma-a gate has no e-car available.

Naga bus kasi ko padulong sa UM so taas kaayo ang baktasunon gikan sa Maa gate since wala may e-car didto, pathway sad crowded kayo nay mga students na di jud gasunod sa keep right na policy. (Since I took a bus to come here in school, Ma-a gate was a long trek since they did not put University's e-car there and crowded pathway, some students do not follow the keep-right-policy.) P5.

The seventh participant expressed his discontentment with regards to the school facilities not just for PWD's but for all students at the University of Mindanao.

First-year ko, lagyo akong rooms kapoy magbaktas, unya mabutang pajud ka sa third floor. Naka affect siya kay that time dili kaayo functioning ang elevator. Macompare naku siya sa public school ang facilities sa UM like chairs, classroom set-ups og hugaw ang comfort room. (When I was a first-year student my rooms are far, and it was very tiring for me to walk, sometimes my classes are on the third floor. It affects me because, at that time, the elevator is not functioning. I can compare the facilities of the

UM in public schools like chairs, classroom set-ups, and the comfort room is dirty.) **P7**.

Table 2. Coping Mechanisms of Students with Disabilities with School Facilities

Themes	Core Ideas
Being Strategic	<p>I will use a flashlight instead when entering in the dimmed and dark areas. When I am finding my rooms, I'll take a photo of the room and zoom to see if I'm in the right place to enter. Have to leave the house early to avoid being late and so that there's time to relax before the classes start.</p> <p>Will hold to something that can support them not to fall, like the rails in the stairs.</p> <p>Slowly but surely when walking in the pathways and stairs, and be focused. And keep right.</p> <p>Use E-cars to save time.</p> <p>There's encouragement from the support system, family, friends, and teachers and their dreams. He wants to help the family and has aspirations to have a better life.</p>
Drawing Inspirations	<p>University's quality of education Scholarship</p> <p>Wants to be a degree holder</p>

Being Strategic

The separation of the study halls constrained access to learning materials, and climbing the stairs are the challenges that an understudy with physical handicap appearances, and due to these troubles, there is just more than 60 percent (60%) of those understudies performed ineffectively (Filmer, 2015). Be that as it may, the members that the specialists have met are understudies with inabilities; however, that doesn't prevent them from performing best in their group. The members are, in reality, exceptionally dynamic understudies; others are working understudies' in spite of their circumstances. The members are endeavoring extremely difficult to endure school life; they accept that their inability can't thwart them to graduate. Regardless of the unavoidable circumstances, they can generally discover ways and utilizations various systems to change.

Drawing Inspiration

The PWD-students are motivated to finish their study is because of their aspiration of living independently and, proving their self-worth and due to the economic necessity and the social has great contribution in motivating the PWD-students in achieving their goals (Ambat, 2015). This is also the actual answer to the seven participants. All of them cope with their experiences and challenges because they have dreams and encouragement from the support system who are their friends, teachers, and, most especially, their families. They want to help them; they want to have a better life; they want to be a degree holder and a successful person.

Naa koy friends na teachers diri, sila naga encourage sa akoo na mahuman nako ni dili kay tungod sagabal sa akoo ang pagka PWD kung dili mas dakog opportunity kung makahuman ko Diri nigraduate akong Kuya so diri nalang sad ko. (I have friends that are teachers here, they encourage me to have a degree because my disability is not a hindrance to my studies but an opportunity I stay here because my brother graduated from this University). **P1.**

Quality sa Knowledge, family, and dreams. Maggamit nalang ko og flashlight kung muagi sa ngit-ngit tas pagmangita ko sa akong room picture nalang tapos zoom in para maklaru. (Quality in knowledge, family, and dreams. If I pass by in the dark areas, I will use my phone's flashlight, and when I look for my room, I will take a picture and zoom it in to see it clearly.) **P2.**

Factors nga nag stay ko diri is the scholarship kay free mangud ang tuition. Naga motivate sad sa akoo akong family and self kay og dili ko mo padayun asa man ko padulong. Medyo layo from Matina gate padulong sa among room so magsakay nalang kog e-car og walay e-car magshortcut nalang ko sa mini forest. (Factors that I stay in the University is because of the free tuition scholarship. My family and self are my motivation because if I don't have a degree, where should I go. The distance from the gate to our classroom was a little bit far so that I will ride the University's e-car, and if there's no e-car, I will take shortcuts way in the mini-forest.) **P3.**

Nagagunit nalang ko og unsay pwede magunitan usahay nagapatabang nalang ko pareha diri sa GET pathway kanang pababa tapos naa pajud maglingkod sa pinakatumoy. Nagstay ko diri kay daghan og top notchers tapos gusto sad sa akong mama og wla sad uniform. Daghan pud employers karun nga UM graduates nakapamotivate siya sa akoo tapos dali lang makakita og work (I will hold on to something and sometimes I will ask for help. I stay at this University because they produce many top notchers, it's also because it's my mother's

choice and also it does not require a uniform. There are a lot of employees right now who graduated *from* this University, and it can easily find work.) **P4.**

Before during my early years, it was the University's e-car that has helped me in surviving every day and today, and now the elevator is very useful. I am a working student; it may be tiring, but there's no other way put into getting used to it because I have dreams in life. I have to leave home early for me not to get late in the class so that there will be a time for me to take rest before my class starts. It was challenging, but it teaches me an excellent lesson, that no matter how challenging it is for a student with a disability like me, there are still ways and things that can be done to continue and finish studies) **P5.**

Naghinay-hinay nalang ko tapos focus sagi-agean. Naga keep right nalang ko og mag hold sa gunitanan kay arun dili matumba. Nagapamotivate sa akoo ang scholarship kay daku kaayo siya og tabang syempre para makahuman og makakuha og degree kay tigulang na biya ta. (I always keep right and hold on to something that can support me not to fall. Walk slowly and focus on the road. The scholarship motivated me because it helps me a lot to finish my studies and have a degree because we're not getting any younger anymore.) **P6.**

Nagagamit og e-car og taas pa akong time pero og late na magdagan-dagan nalang. Naga. encourage sa ako akong studies like gusto naku makahuman para makadegree makahelp sa family and to have a better life in the future. (When I have a lot of time, I used University's e-car, if I am late I will run as fast as I can. Studies encourage me to finish and have a degree to help my family and have a better life in the future.) **P7.**

Table 3. Insights of the Students with Disabilities about the School Facilities

Themes	Core Ideas
<p>Recognition of the Usefulness of the Facilities</p>	<p>Students are secured</p> <p>The elevator has a positive impact E-car is very helpful</p> <p>Students with disabilities are happy to have an excellent facility, like ramps, elevators, e-cars are very helpful. These facilities are beneficial.</p> <p>Improve the pathways in the mini forest. It's slippery during rainy days, and I had an experience that I almost stripped.</p> <p>It needs some little improvements, like the projectors that are blurry, I can barely see the presentations. I almost tripped in the dark stairs. They already turned off the lights at that time.</p> <p>STA's in the library to assist students like me whose visually impaired.</p> <p>Recommendation to have more e-cars. Pathways to have a priority lane for PWD's.</p> <p>Improvements for the ramps, handrails in the pathways, and elevatorGET Building.</p>
<p>Acknowledgment for the needs of improvement</p>	<p>Prioritization for PWD's and an elevator from the library down to the first floor.</p>

Recognition of the School Facilities

The Disability Theory says that an individual is not disabled due to his situation; he is disabled because of the boundaries that upset him from performing (Oliver and Barnes, 1990). Fortunately, the members have a place in a higher learning institution, a dynamic school that consistently improves its offices, the seven members have perceived that the school facilities are particularly valuable and accommodating for them an enduring and living freely.

Acknowledgment for the Needs of Improvement

The most disabling part of a PWD's life is their physical condition. The National Council reported it for Disability Affairs, that notwithstanding the sanctioning of the Batas Pambansabilang 344 otherwise called "An Act to Enhance the Mobility of Disabled Persons by Requiring Certain Buildings, Institutions, Establishments, and Public Utilities to Install Facilities and Other Devices," that law that requires each working to be sans boundary condition. There are still plenty of issues concerning the PWD which resembles slopes that are the absence of handrails, others are steep or excessively limited, risky walker paths of pathways substantially more for PWD's, Comfort rooms are too little and deficiencies of getting bars, lifts that are not working (Mawis, S. M., 2017). Some of these issues are bolstered by the appropriate responses of the members; they perceive the offices that need a little improvement.

Importante kayo ang school facilities sa amoa na PWD o Effective kaayo ang facilities labi na ngamahumanay n ang bag.o nga library. Marecommend lang naku ang mini-forest na pathway kay slide siya og ting-ulan kay na. Slide

najud ko diha. (School facilities are significant, especially to us, PWD's and the school facilities are useful, especially now that there will be a new library. I want to recommend the mini forest pathway because whenever it rains, the path gets slippery; I had a tripped experience there.) **P1.**

Gamay nalang improvements tapos kanang projector lain siya og color tapos blurred. Importante kayo siya para convenient ang paglihok tapos easy na siya ilihok. Sa elevator unlike dati hapit ko maumod sa stairs kay ngit-ngit kay gipalong na ang suga. Ang marecommend naku kay magbutang og STA sa library para mag.assist, projectors ipa maintain ang kahayag og hayag dapat tanan areas. (It needs a little improvement like there are projectors that are blurry and it changes color. The elevator is essential because it is very convenient; it makes me move easier. Unlike before, I had an almost-tripped-experience because the lights were turned off. My recommendation is to put STAs in the library to assists us, maintain the brightness of the projectors and put some light in the dark areas.) **P2.**

So far, okay, siya makatabang siya sa students when it comes to the academic, ang library pud useful kaayo, in terms of physical makatabang kaayo ang elevator para mapadali nalang imong time in terms of travel. Very effective pud siya and functional kay magamit man naku para mapadali akong life. Ang marecommend lang naku kay magdagdag sila og daghan na e-car kay pareha makatarung og sakay. (So far it was okay it helps the students, the library is very useful in terms of academics, in terms of physical the elevator is very useful, it can lessen the time in terms of travel. It is very useful and functional because I can use it, and it makes my life easier. My recommendation is to add University's e-car so that we can use it and sit in e-cars comfortably, especially for students with a disability like me.) **P3.**

Makatabang man siya daghan og opportunity taposdili man jud siya malikayan pero okay lang part man pud siy sa training. Marecommend lang naku kay ang pathway Dapat naay priority lane para sa PWD kay para dili me mabanggan kay naa uban studyante nagdali wala na sila pake kung mabanggan me pero og mabanggan ko makahawid raman pud ko. (It helps and it has many opportunities, cannot avoid difficulties but it's okay, it's part of our training. My recommendation is to have a priority lane for the PWD for us to be safe, and we will not be hit by the students who were in a rush.) P4.

Everything is beneficial and useful. The school facilities now are very favorable not just for us students with a disability, but also for every student. Because it is very convenient, it is beneficial in the sense that it is now less tiring for me to get to my class in a higher building and it saves a lot of time. It was *essential* because it was very challenging that I need to climb in the higher building using my crutches, every step I need to be careful or else I don't know what will happen. It is also very risky. It is very functional because it helps me a lot, it helps me to get to my classless tiring, and it saves time. I am already satisfied with our facilities now compare to the facilities before.) P5.

Importante kaayo siya kay kaya na namo mosaka sa taas na floor kay naay elevator. Dako pud kaayo og tabang ang gina.offer nila nga scholarship. Gamay nalang improvements like ramps, gunitanan sa pathway og unta butangan nila og elevator ang TEC building. (It's essential because we can use the elevator to go to the highest floor of the buildings. The scholarship that they offer helps me a lot. Although it needs a little improvement like ramps, put some handlers in the pathway, and hopefully, they can put an elevator in the TEC building.) P6.

Dako kayo siya og impact it is because ang school ang foundation sa development sa learnings sa students. Kung rate naku siya og 1-10, maybe six kay actually naga observe ko kasi

ko wala silay lane for PWD's, dili pud sila nagapRACTICE og prioritization like a designated place for PWD's. Dako pud og tabang ang elevator, actually nagraise ko og concern nganu dili paagion ang pareha naku sa elevator sa library pababa. Marecommend lang naku are designated place for PWD's, gamay ang pathways, prioritization sa mga needs sa mga naay disabilities, and improvements pud sa facilities dili lang as a PWD but for all. (It has a significant impact it is because the school is the foundation of development in learnings of the student. If I rate it in 1-10, maybe I will give 6. I observed that they don't have a priority lane for the PWD's; they don't practice prioritization like designated areas for PWD's. The elevator helps a lot, but the main concern is why they would not allow students with disabilities to use the elevator when going down from the library.) P7.

Discussion

In response to the needs of the students with inabilities in this University, the school offered a grant scholarship for the certified students. In school's handbook expressed there the full grant for PWD's examining in the University of Mindanao (UM Student handbook, p., 63, 2017). It very well may be followed in the REPUBLIC ACT NO. 10754, an amendment from the Magna Carta for PWD, expressed that Students with incapacities can procure instructive help with all levels that, if they can meet the prerequisites required.

In this investigation, the analysts talked with seven members who are students of the college of Mindanao having physical handicaps. The most widely recognized answers are the support of the lifts, slopes, e-vehicles, and others. Yet, there are still regions that should be improved like handrails in the pathways, paths for PWD, assigned zones for PWDs. They also suggested the road is smaller than the natural woodland that isn't PWD-accommodating. Additionally, they suggested putting lights

in each territory to determine the instances of the individuals who are outwardly hindered. R.A No. 7277, part 2, segment 12, Access to quality training, guaranteeing the Persons with incapacity are furnished with satisfactory offices they need to build up their abilities. The school will think about the extraordinary needs of Persons with disabilities like school offices, plans, instructive needs, and others.

REPUBLIC ACT NO.7277, known as the Magna Carta for PWD, is a demonstration that supports the PWD's to have a free-living and remembers them as a component of the general public. The express, the administration, each person, families, and other non-government associations will receive this arrangement and must accomplish something in improving the personal satisfaction of PWD, be a supporter of a PWD inviting society. Every one of them will help the PWD's location their extraordinary needs, advance their welfare, build up their abilities and their possibilities and improve the current offices for them to ready to rival the typical ones as both have similar rights.

Program Lapses

Facilities of the University are PWD friendly since, elevators, ramps, e-car, and large and comfortable and friendly environment are all installed, priority lane for those who have physically handicapped during enrolment, flexible schedule. Yet, one of them still complains about some of the facilities like the lights of some areas, projector's brightness, particular priority lane pathway, handrails in the paths, and PWD-friendly mini-forest pathway. Including the facilities in the library that must be improved for the books to be useful for the students with visual impairments.

Areas of Refinement

In each approach and each office, there will consistently be a bit of leeway and disservice. We likewise comprehend that there is nothing of the sort as impeccable. Be that as it may, the ideal approach to determine every defect is to tune in to the criticisms of the individuals who experience troubles. One member distinguished some worry, likewise recommending something that would accommodate intending to the issue.

In any case, the University has everything that each PWD needs to be created and to live autonomously. There is only some part that according to member's reaction, should be tended to in satisfying the hindrance free structures for PWD's.

Social Theory of inability by Micheal Oliver and Colin Barnes accepts that an individual isn't handicapped on account of their hindrance. They cripple because of stigmatism and social boundaries. The University of Mindanao, from the appropriate responses of the members, its assistance, and settlement, is successful for them. That is the reason they can feel typical, notwithstanding their conditions; they are free from decisions. They have the opportunity to meander around the grounds without separation and the help, similar to lifts, slopes, e-vehicle, need paths of PWD's during enrolment are particularly useful for them.

Chapter 4

CONCLUSION AND IMPLICATION

This chapter presents the conclusion, implication for field practice and recommendation based on the results and interpretation of the data gathered from the respondents' viewpoint.

Concluding Remarks

The research discovered the experiences of students with physical disabilities enrolled in a higher educational institution. The university almost does everything for the betterment of every student though there are still areas that need to be given attention so that these students can roam around the campus freely and independently.

The researchers come up with the idea that every facility that an institution offers will have a significant impact on the lives of an individual, like this institution, it provides facilities that can help the students in reaching their goals and dreams.

Based on the results from the data gathered, the students with disabilities answer the following about the facilities that they experience, a.) Difficulties in finding the books in the library and ended up browsing in the internet, b.) An almost stripped experience because of the pathway in the mini forest and because of the dark areas c.) Students with visual impairment had a hard time finding her classroom because lights were turned off and were almost stripped in the stairs d. The) Long trek from Ma-a gate to the school. Some participants suggested the following; a.) Special lanes for PWD's, b.) Prioritization for PWDs, c.) Stairs or Pathways should have handrails, d.) Add more

E-cars at every entrance gate of the school. e.) Mini-forest pathway to be PWD-friendly and less slippery. f.) PWD's can use the elevator when going down.

The following are the coping mechanisms of a student with disabilities about the facilities.) The participants are all thankful for the installations of elevators, b.) The scholarship grants for PWD, c.) Quality Education. And d.) Being strategic to adjust with the unavoidable situations.

For the insights of persons with disabilities students, it is seen in their eyes how motivated they are to get their goals and to finish their studies, they also have confidence in themselves despite being different from the majority. They've have been. They recognize the school facilities for it is very convenient, beneficial, and useful.

Implication for Field Practice

The social work profession's focus of concern is the functionality of the social roles of every individual. One of the functions of the target participants is being a student. This study aims to evaluate the functionality of these students by knowing their experiences. The Social work profession also believes in the inherent worth and dignity of every human being, that every individual in the society is equal despite their background, that everyone has a contribution to society. The researchers are encouraged to conduct a study using this method to evaluate the status of the students with a disability enrolled in a higher educational institution, this is to help the program to be developed and would correlate to the needs of the persons with disability students.

As per result, persons with physical disabilities have experienced narrow chances to enjoy school environments or practices due to fewer priorities given by educational providers. These include issues that may support the disabled, especially in developing countries in areas such as curriculums, teaching and learning materials, infrastructure, special programs such as sports and games, environmental issues, and the general quality of education .With this study, the researchers find this concern very serious as PWD's are also part and are an essential part of the community that needs to be given attention.

The result of this study may aim to promote a barrier-free environment for students with disabilities, wherein they can also enjoy quality education, just like normal ones. It could develop a more inclusion for students with disabilities in the development of the higher educational institution.

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APPENDICES

APPENDIX A

(Letter of Permission to Conduct the
Study)

August 5, 2019

KHRISTINE MARIE D. CONCEPCION, Ph.D.

Dean, College of Arts and Sciences Education
This University

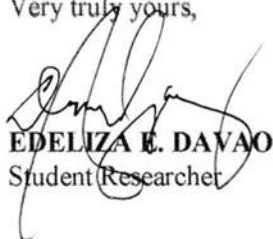
Dear Dean:

The undersigned are currently writing a research entitled "SCHOOL FACILITIES: EXPERIENCES OF STUDENTS WITH DISABILITIES" as one of the requirements in the SW 50-03997, a research course in the Bachelor of Science in Social Work program.

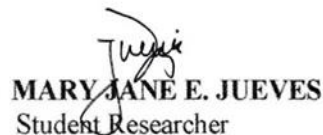
In line with the above mentioned, we are seeking for your approval to conduct the said study. This study will be conducted inside the university on August 6,7 and 8, 2019. Rest assured that all research ethical considerations shall be observed in the entire conduct of the study.

Thank you very much and God bless.

Very truly yours,



EDELIZA E. DAVAO
Student Researcher

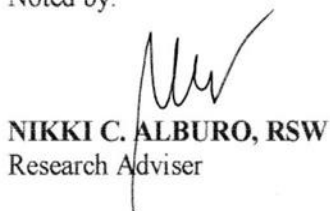


MARY JANE E. JUEVES
Student Researcher



WENDY R. ORLANES
Student Researcher

Noted by:



NIKKI C. ALBURO, RSW
Research Adviser



JENNIEER S. PAYOT, MED-LT
Research Coordinator, CASE

Action Taken:

Approved

Disapproved

Planck - 8/5/19

APPENDIX B

(Letter to the Adviser)

October 15, 2018

RICO MAGHUYOP, Ed.D.

Faculty-Social Sciences

College of Arts and Sciences Education

University of Mindanao, Matina Campus, Davao City

Dear Dr. Maghuyop:

Greetings!

The Social Work Students Edeliza E. Davao, Mary Jean E. Jueves and Wendy R. Orlanes, are currently writing a research entitled “**Challenges of PWD-Students in the University of Mindanao: Basis for Policy Enhancement**” as one of the requirement in the SW10a, SW Research 1, a research course in Bachelor of Science in Social Work Program.

You are hereby recommended to be the adviser of the said study to guide them in the whole duration of the research conduct. I believe that your expertise will help them to come up with quality research output.


Your positive response will be very much appreciated. Thank you very much and God bless.

Very truly yours,



JENNIFER S. PAYOT, Med-LT
Research Coordinator

Noted by:



KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, College of Arts and Sciences Education

June 28, 2019

NIKKI C. ALBURO, RSW
Social Work Faculty
College of Arts and Sciences Education
This University

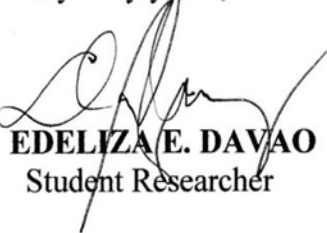
Dear Prof. Alburo:

The undersigned are currently writing a research entitled "Persons with Disabilities students' facilitation in the University of Mindanao" as one of the requirements in SW 50 (03997) Social Work Research II, a research course in Bachelor of Science in Social work program.


In line with the above mentioned, we are advised to find a substitute adviser since our previous adviser, Dr. Rico Maghuyop is not in good condition. We would like to request you to be our substitute adviser; we believe that your expertise would serve as help to make this study possible.

We are looking forward for your positive response.

Very truly yours,



EDELIZA E. DAVAO
Student Researcher



MARY JANE E. JUEVES
Student Researcher




WENDY R. ORLANES
Student Researcher

Noted by:



JENNIFER S. PAYOT, Med-LT
Research Coordinator



KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, College of Arts and Sciences Education

APPENDIX C

(Letter to the Data Analyst)

July 3, 2019

MAICO DEMI APEROCHO, MEAL
Faculty, Language Discipline
College of Arts and Sciences Education
University of Mindanao, Matina Campus

Dear Sir Aperocho:

The undersigned are currently writing a research entitled "Person's with disabilities students' facilitation in the University of Mindanao" as one of the requirements in 03997- SW50, a research course in Bachelor of Science in Social work program.

In line with the above mentioned, we are requesting you to be our data analyst to check and assist us in analyzing source of information, as we highly recognize your expertise in this area.

We are looking forward on your positive response. Thank you.


Very truly yours,



EDELIZA E. DAVAO
Student Researcher

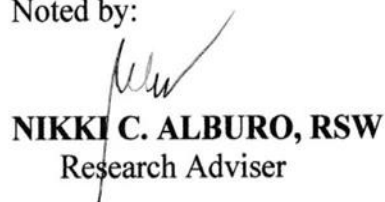


MARY JANE E. JUEVES
Student Researcher

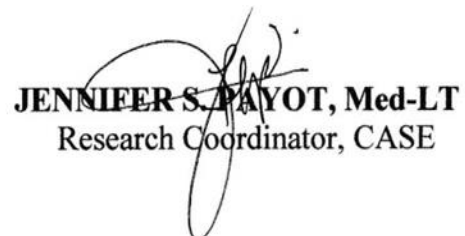


WENDY R. ORLANES
Student Researcher

Noted by:



NIKKI C. ALBUERO, RSW
Research Adviser



JENNIFER S. PAYOT, Med-LT
Research Coordinator, CASE



KHRISTINE MARIE D. CONCEPCION, Ph.D
Dean of College of Arts and Sciences Education

APPENDIX D

(Letter to the Panel Members)

August 23, 2019

HELEN Q. OMBLERO, DSD

Social Work Program Head

College of Arts & Sciences Education

University of Mindanao, Matina Campus

Dear Dr. Omblero:

The undersigned would like to inform you that the research entitled "SCHOOL FACILITIES: EXPERIENCES OF STUDENTS WITH DISABILITIES" of Edeliza E. Davao, Mary Jane E. Jueves and Wendy R. Orlanes in partial fulfillment of requirements in the SW50- Thesis, of Bachelor of Science in Social Work program is ready for final defense.

Thus, we would like to request for your permission to be one of the panel members during the final defense of the said research study. The final defense is scheduled on August 27, 2019, at 8:00-12:00nn, Social Work Laboratory, DPT Bldg.

Your positive response will be highly appreciated.

Very truly yours,



JENNIFER S. PAYOT, MEd-LT
Research Coordinator

Noted by:



KHRISTINE MARIE D. CONCEPCION, Ph. D.
Dean, College of Arts and Sciences Education

August 23, 2019

JENNIFER S. PAYOT, MEd-LT

Research Coordinator
College of Arts & Sciences Education
University of Mindanao, Matina Campus


Dear Prof. Payot:

The undersigned would like to inform you that the research entitled "SCHOOL FACILITIES: EXPERIENCES OF STUDENTS WITH DISABILITIES" of Edeliza E. Davao, Mary Jane E. Jueves and Wendy R. Orlanes in partial fulfillment of requirements in the SW50- Thesis, of Bachelor of Science in Social Work program is ready for final defense.

Thus, we would like to request for your permission to be one of the panel members during the final defense of the said research study. The final defense is scheduled on August 27, 2019, at 8:00am-12:00nn, Social Work Laboratory, DPT Building.

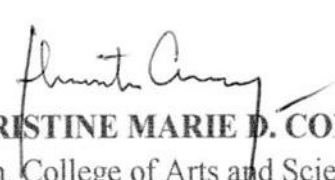
Your positive response will be highly appreciated.

Very truly yours,



NIKKI C. ALBURO, RSW
Research Adviser

Noted by:



KHRISTINE MARIE D. CONCEPCION, Ph. D.
Dean, College of Arts and Sciences Education

APPENDIX E

(Letter to the Validators)

July 5, 2019

HELEN Q. OMBLERO, DSD
Faculty
College of Arts and Sciences Education
University of Mindanao


Dear Dr. Omblero,

The undersigned are currently writing a research entitled "SCHOOL FACILITIES: EXPERIENCES OF STUDENTS WITH DISABILITIES" as one of the requirements in 03997-SW50, a research course in Bachelor of Science in Social work program.

In line with the above mentioned, we are requesting you to be the one of the validators to check our research questions and interview guidelines that would be used in data gathering of the said research.

Your positive response will be highly appreciated.

Very truly yours,



MARY JANE E. JUEVES
Student researcher

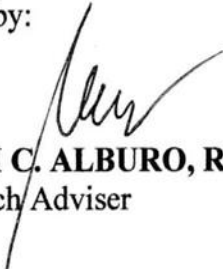


EDELIZA E. DAVAO
Student researcher



WENDY R. ORLANES
Student researcher


Noted by:



NIKKI C. ALBURO, RSW
Research Adviser



JENNIFER S. PAYOT, Med-LT
Research Coordinator



KHRISTINE MARIE D. CONCEPCION, Ph.D
Dean, College of Arts and Sciences Education

July 5, 2019

JENNIFER S. PAYOT, Med-LT
Faculty
College of Arts and Sciences Education
University of Mindanao

Dear Professor Payot,

The undersigned are currently writing a research entitled "SCHOOL FACILITIES: EXPERIENCES OF STUDENTS WITH DISABILITIES" as one of the requirements in 03997-SW50, a research course in Bachelor of Science in Social work program.

In line with the above mentioned, we are requesting you to be the one of the validators to check our research questions and interview guidelines that would be used in data gathering of the said research.

Your positive response will be highly appreciated.

Very truly yours,



MARY JANE E. JUEVES
Student researcher

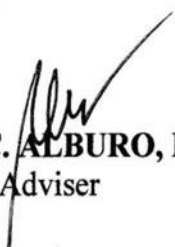


EDELIZA E. DAVAO
Student researcher

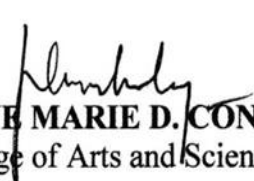


WENDY R. ORLANES
Student researcher

Noted by:



NIKKI C. ALBURO, RSW
Research Adviser



KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, College of Arts and Sciences Education

APPENDIX F

(Validation Sheets)

VALIDATION SHEET FOR INTERVIEW GUIDE QUESTIONNAIRE

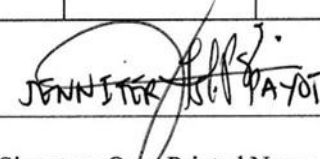
Title of Research: "SCHOOL FACILITIES: EXPERIENCES OF STUDENTS WITH DISABILITIES"

Proponents: MARY JANE E. JUEVES
EDELIZA E. DAVAO
WENDY R. ORLANES

To the Evaluator: Please check the appropriate box for you rating.

Points Equivalent: (10 yes marks) - Very good (6 to 7 yes marks) - Fair
(8 to 9 yes marks)- Good (0 to 5 yes marks) -Poor

Items	Yes	No
ETHICS		
1. Introduction (purpose, confidentiality, duration, way of conduct) and closing components (for additional comments are provided)	/	
2. Informed consent is included	/	
ARTISTRY		
3. Script is included/built in, so interviewer can introduce, guide and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of storytelling and narratives.	/	
RIGOR		
5. Questions are open-ended to encourage an in-depth responses; avoiding close-ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probe questions are provided.	/	
8. Questions are logically ordered asking the highest priority questions first. Opinion questions follow information questions.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes, not exceeding 15 open-ended items (probes included), for every research questions, except for special cases	/	


Signature Over Printed Name

VALIDATION SHEET FOR INTERVIEW GUIDE QUESTIONNAIRE

Title of Research: "SCHOOL FACILITIES: EXPERIENCES OF STUDENTS WITH DISABILITIES"

Proponents: MARY JANE E. JUEVES
 EDELIZA E. DAVAO
 WENDY R. ORLANES

To the Evaluator: Please check the appropriate box for you rating.

Points Equivalent: (10 yes marks) - Very good (6 to 7 yes marks) - Fair
 (8 to 9 yes marks)- Good (0 to 5 yes marks)-Poor

Items	Yes	No
ETHICS		
1. Introduction (purpose, confidentiality, duration, way of conduct) and closing components (for additional comments are provided)	/	
2. Informed consent is included	/	
ARTISTRY		
3. Script is included/built in, so interviewer can introduce, guide and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of storytelling and narratives.	/	
RIGOR		
5. Questions are open-ended to encourage an in-depth responses; avoiding close-ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probe questions are provided.	/	
8. Questions are logically ordered asking the highest priority questions first. Opinion questions follow information questions.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes, not exceeding 15 open-ended items (probes included), for every research questions, except for special cases	/	

Helan Q. Ormland

Signature Over Printed Name

APPENDIX G

(Informed Consent)

Informed Consent

Good day!

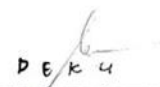
The following will provide you the information about the study that will help you decide whether or not you wish to participate. If you agree to participate, please be aware that you are free to withdraw at any point throughout the duration of the study without any penalty.

In this study, all information you provide will remain confidential and will not be associated with your name. If, for any reason, you do not feel comfortable, you may refuse to answer and receive credit for the time you participated and your information will be discarded. Your participation in this study will require approximately 10-20 minutes. When this study is complete, you will be provided with the results, and you are free to ask any question regarding the results of the study.

If you have further questions concerning this study, please feel free to contact us through phone 09502248681 or email at davaoedeliza@gmail.com

Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.



Signature of Participant

06/28/19
Date

Informed Consent

Good day!


The following will provide you the information about the study that will help you decide whether or not you wish to participate. If you agree to participate, please be aware that you are free to withdraw at any point throughout the duration of the study without any penalty.

In this study, all information you provide will remain confidential and will not be associated with your name. If, for any reason, you do not feel comfortable, you may refuse to answer and receive credit for the time you participated and your information will be discarded. Your participation in this study will require approximately 10-20 minutes. When this study is complete, you will be provided with the results, and you are free to ask any question regarding the results of the study.

If you have further questions concerning this study, please feel free to contact us through phone 09502248681 or email at davaoedeliza@gmail.com

Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.



Signature of Participant

06/28/19
Date

Informed Consent

Good day!

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Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.



Signature of Participant

7/16/19
Date

Informed Consent

Good day!


The following will provide you the information about the study that will help you decide whether or not you wish to participate. If you agree to participate, please be aware that you are free to withdraw at any point throughout the duration of the study without any penalty.

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If you have further questions concerning this study, please feel free to contact us through phone 09502248681 or email at davaoedeliza@gmail.com

Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.



Signature of Participant

06/28/19
Date

Informed Consent

Good day!

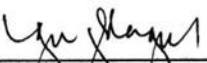
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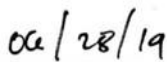
If you have further questions concerning this study, please feel free to contact us through phone 09502248681 or email at davaoedeliza@gmail.com

Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.



Signature of Participant



Date

Informed Consent

Good day!

The following will provide you the information about the study that will help you decide whether or not you wish to participate. If you agree to participate, please be aware that you are free to withdraw at any point throughout the duration of the study without any penalty.

In this study, all information you provide will remain confidential and will not be associated with your name. If, for any reason, you do not feel comfortable, you may refuse to answer and receive credit for the time you participated and your information will be discarded. Your participation in this study will require approximately 10-20 minutes. When this study is complete, you will be provided with the results, and you are free to ask any question regarding the results of the study.

If you have further questions concerning this study, please feel free to contact us through phone 09502248681 or email at davaoedeliza@gmail.com

Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.



Signature of Participant

06/28/19
Date

Informed Consent

Good day!

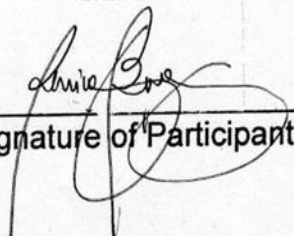
The following will provide you the information about the study that will help you decide whether or not you wish to participate. If you agree to participate, please be aware that you are free to withdraw at any point throughout the duration of the study without any penalty.

In this study, all information you provide will remain confidential and will not be associated with your name. If, for any reason, you do not feel comfortable, you may refuse to answer and receive credit for the time you participated and your information will be discarded. Your participation in this study will require approximately 10-20 minutes. When this study is complete, you will be provided with the results, and you are free to ask any question regarding the results of the study.

If you have further questions concerning this study, please feel free to contact us through phone 09502248681 or email at davaoedeliza@gmail.com

Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.


Signature of Participant

28/06/19
Date

APPENDICES H

(Interview Guide Questionnaire)

INTERVIEW GUIDE QUESTIONS

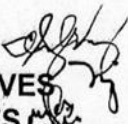


TITLE: "SCHOOL FACILITIES: EXPERIENCES OF STUDENTS WITH DISABILITIES"

A. Profile of the participants (Personal Data)

Guide Questions (Data Gathering)

RESEARCH QUESTIONS	IDENTIFYING QUESTIONS	PROBE QUESTIONS
1. What are the experiences of Students with disabilities in relation to the school facilities?	1.1. As a PWD, what are your experiences with regard to the school facilities?	1.1.1 How does it affect your functioning as a student? 1.1.2 What can you say about the school facilities?
2. What are the coping mechanisms of students with disabilities in relation to school facilities?	2.1 What are the factors that encouraged you to go on or to stay in the university?	2.1.1 What are your motivations to continue? 2.1.2 How did you cope with the school facilities?
3. What are the insights of students with disabilities in relation to school facilities?	3.1. What are your thoughts/insights with regards to the school facilities? 3.2 How effective are the school facilities for you as a PWD?	3.1.1 How important are the school facilities for students with disability? 3.2.1 In what sense do the school facilities become functional to you? 3.2.2 If given a chance to help the school in improving its facilities for PWD's, what are those?

RESEARCHERS:

EDELIZA E. DAVAO 
 MARY JANE E. JUEVES 
 WENDY R. ORLANES 

APPENDICES I

(Endorsement Letter)

ENDORSEMENT FOR OUTLINE DEFENSE

This is to endorse the research manuscript, entitled "CHALLENGES OF PWD-STUDENTS IN THE UNIVERSITY OF MINDANAO" prepared and submitted by Edeliza E. Davao, Mary Jane E. Jueves and Wendy R. Orlanes for outline defense. The manuscript has been evaluated by the research personnel listed below was found to be compliant with the quality standards as provided in the UM Research Manual.


Name of Personnel

Signature

Adviser Prof. Nikki Alburo, RSW



Endorsed by:




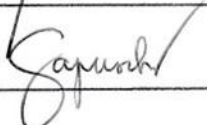
JENNIFER S. PAYOT, Med-LT
Research Coordinator



KRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, College of Arts and Sciences Education

ENDORSEMENT FOR FINAL DEFENSE

This is to endorse the research manuscript, entitled: "SCHOOL FACILITIES: EXPERIENCES OF STUDENTS WITH DISABILITIES " prepared and submitted by Edeliza E. Davao, Mary Jane E. Jueves and Wendy R. Orlanes for Final Defense. The manuscript has been evaluated by the research personnel listed below and was found to be compliant with the quality standards as provided in the UM Research Manual.

	Name of Personnel	Signature
Adviser	Prof. NIKKI C. ALBURO, RSW	
Statistician/ Data Analyst	MAICO DEMI APEROCHO, MEAL	

Endorsed by:


JENNIERS HAYOT, Med-LT
Research Coordinator


KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, College of Arts and Sciences Education

APPENDICES J


(Certification)

Certification

This is to certify that the research manuscript of Edeliza E. Davao, Mary Jane E. Jueves, and Wendy R. Orlanes titled, “**School Facilities: Experiences of Persons with Disabilities Students**”, has been revised following the suggestions of the panel after the final defense. Moreover, this is to acknowledge that the undersigned has comprehensibly checked and reviewed Chapter 1 to Chapter 4, and is now ready for panel signature.

This certification is issued on November 8, 2019.

Very truly yours,



NIKKI C. ALBURO, RSW
Research Adviser

Noted by:



JENNIFER S. PAYOT, Med-LT
Research Coordinator, CASE

Certification

This is to certify that the data of the research manuscript titled, “**School Facilities: Experiences of Persons with Disabilities Students**”, by Edeliza E. Davao, Mary Jane E. Jueves, and Wendy R. Orlanes, has been analyzed and undersigned.

This certification is issued on November 8, 2019.

Very truly yours,


MAICO DEMI B. APEROCHO, MEAL
Data Analyst

Noted by:


JENNIFER S. PAYOT, Med-LT
Research Coordinator, CASE

APPENDICES K

(Acceptance Letter)

ACCEPTANCE

The final research report entitled, “**School Facilities: Experiences of Persons with Disabilities Students**”, prepared and submitted by Edeliza E. Davao, Mary Jane E. Jueves, and Wendy R. Orlanes, in compliance with the requirements of the subject SW 50 (Social Work Research II), is hereby accepted and approved.



JENNIFER S. PAYOT, Med-LT
Research Coordinator, CASE



KHRISTINE MARIE D. CONCEPCION, Ph.D
Dean, CASE

APPENDICES L

(Turnitin and Grammarly Result)

Turnitin Originality Report

The Wellbeing of Children with No Biological Parents in Selected Institution
Gerardine Reyes

by



From Thesis (Outline) SW (CASE 2018)

- Processed on 19-Jan-2018 13:32 +08
- ID: 904266594
- Word Count: 2927

Similarity Index

10%

Similarity by Source

Internet Sources:

9%

Publications:

4%

Student Papers:

5%

sources:

- 1 2% match (Internet from 14-Dec-2012)
<http://qld-uaf.ssq.qld.gov.au/disability/children-young-people/bullying/mental-health.html>
- 2 2% match (Internet from 26-Feb-2015)
<http://www.doh.gov.ph/node/366.html>
- 3 1% match (Internet from 04-Mar-2016)
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PERSON'S WITH DISABILITIES STUDENTS FACILITATION IN THE UNIVERSITY OF MINDANAO

7An Undergraduate Thesis Presented to the faculty College of

Arts and Science Education Of the

7University of Mindanao Matina, **Davao City In Partial Fulfillment of the Requirement for**

SW10 (Social Work Research1) EDELIZA E. DAVAO MARY JANE E. JUEVES JULIE ZEAN S. FORMENTERA January 2018 TABLE OF CONTENTS Chapter 1 Page 1 THE PROBLEM AND IT'S SETTINGS 1 Background of the Study 1 Research Questions 3 Purpose of the Study 3 Review of Related Literature 3 Theoretical Lens 5 Significance of the Study 6 Chapter 2 2 METHOD 7 Research Design 7 Research Participation 7 Source of Information 7 Conduct of Interview Trustworthiness of the Study 8 Ethical Consideration 9 Analysis and Treatment Information CHAPTER 1 THE PROBLEM AND ITS SETTING Background of the study Disability, in a broader definition is a physical or mental impairment that could limit the daily activities, physically or mentally of the person who is affected (Andres, 2015). Moreover, there are three categories of challenges of PwD's in their everyday activities, these are the three P's: Physical, Policy and Perception. The first category is the Physical barriers are PwD's physical difficulties to execute their daily activities, second category the policy barriers, refers to the policy that restricted the PWD's to enjoy their lives like the normal people because of the lack of awareness and study regarding the needs of Persons with impairment. The last category the perception barriers, refers to the people's negative stigma towards PwD, they are prone to discrimination resulted to low of self-esteem and not able to fully enjoy their lives, especially the physically impaired students who are often rejected without proper reason at their work place, class, social hangouts, sports activities and others (Shafiq. 2014). Global problems of PwD's in college is they are being underestimated by those person without disability or other people so that they feel that they are not welcome in any college schools. A Person with disabilities describes the stigma personally sharing that sometimes people are surprised that they went to Harvard, especially when they travel. They think they must be talking about a Harvard other than the THE Harvard. People don't expect that someone young and has disability can graduate from an Ivy League school. The general attitude of surprise when a person with disability attends college is part of the problem. So this problem might have a great contribution about the survey of

6Bureau of Labor and Statistics that people with disability are less likely to have completed a bachelor's degree than people without disability.

In fact,

School Facilities: Experiences of PWD Students

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School Facilities, Experiences of PWD Students

by Helen Omblero

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APPENDICES M

(Outline and Final Defense Minutes)

Minutes of the Outline Defense

Program: College of Arts and Sciences Education

Course: Bachelor of Science and Social Work

Members: Edeliza E. Davao

Mary Jane E. Jueves

Julie Zean B. Formentera

Adviser: Rico Maghuyop, Ed.D

Title: Challenges of students who have physical disabilities in the University of Mindanao: Basis for policy enhancement

Chapter 1:

- Prof. Omblero: Stated that we should change our research questions and our theory that can be anchored to our study

Chapter 2:


- Prof. Orilla stated that we should change our participants to 7 from 5 since our study is phenomenological.

References:

- Should justify an APA format

SCHOOL FACILITATION: Experiences of PWD Students
(Title of the Study)


PANEL COMMITTEE

F.V: 
LUZVIMINDA ORILLA, Ph.D.
Research Coordinator




HELEN Q. OMBLERO, DSD
Member

After evaluating the group, I certify that the aforementioned suggestions were strictly complied.



RICO MAGHUYOP, Ed.D
Adviser

Received Copy



HELEN Q. OMBLERO, DSD
Subject Teacher

Date: August 28, 2019

Minutes for the Final Defense

Program: College of Arts and Sciences

Course: Bachelor of Science in Social Work

Members: Edeliza E. Davao

Mary Jane E. Jueves

Wendy R. Orlanes

Adviser: Nikki C. Alburo, RSW

Title:

School Facilities: Experiences of PWD Students

Chapter 1:

- Prof. Armstrong commented the problem and the uniqueness of the study. Also, it needs to find studies that are related to our study.
- Prof. Payot commented and suggested the RRL is very long, paraphrase it and make it shorter. Make your study understandable.

Chapter 2: No comments and suggestions

Instrument: No comments and suggestions

Chapter 3:

- Prof. Payot suggested that the response of the participants should be centered and the verbatim response should be italicized and English translation should be after the verbatim.
- Prof. Payot suggested that we should link the response to our RRL.


Chapter 4:

- Prof. Payot commented that we should write our implication by answering the question, what does your study implicate to the Social work practice?
- Prof. Payot was looking for the lapses of the program.

References:

- Should justify an APA format

PANEL COMMITTEE




HELEN Q. OMBLERO, DSD
Panel Expert



JENNIFER S. PAYOT, MeD-LT
Member

After evaluating the group, I certify that the aforementioned suggestions were strictly complied.



NIKKI C. ALBURO, RSW
Adviser

**CURRICULUM
VITAE**

CURRICULUM VITAE

EDELIZA E. DAVAO

DIATAGO, LIANGA, SURIGAO DEL SUR

Email Address: davaoedeliza@gmail.com

Contact Number: 09303379719



PERSONAL DATA:

Age : 21 years old
Sex : Female
Civil Status : Single
Birth Date : November 26, 1997
Birth Place : Andap, Laac, ComVal Province
Father's Name : Edgar D. Davao
Mother's Name : Luzminda E. Davao
Citizenship : Filipino
Religion : Roman Catholic
Height : 5'2
Weight : 70 kilos

EDUCATIONAL BACKGROUND:

Elementary: Diatagon Elementary School (S.Y. 2008-201)

Diatagon, Lianga, Surigao del Sur

Secondary: Diatagon Catholic High School (S.Y. 2011-2014)

Diatagon Lianga, Surigao del Sur

Tertiary: University of Mindanao (S.Y. 2014-Present)

Matina Campus, Davao City

AFFILIATIONS:

- University of Mindanao Associations of Social Work Students (UMASWS, PIO, S.Y. 2018-2019)
- SMILES ng may K foundation Volunteer
- Kaagapay sa Paglinga (KaLinga) Volunteer (September 2018)
- World Social Work Day Forum: Promoting the importance of Human Relationships in Divers Cultures

SEMINAR/WORKSHOP/CONFERENCE ATTENDED:

- Completed the National Service Training Program (2016-2017)
- Truth Behind our Modern Heroes (February 2017)
- Acquiring Knowledge Foundation: Preparing for Mission of Social Change and Development (March 2017)
- Enhancement of One's Ability to Overcome Stage Fright (July 2017)
- Art of Interviewing: Guide on Social Worker's Communication Skills (July 2017)
- Preservation of Mother Nature: A Challenge to New Generation (July 2017)
- Counseling in Crises Situation: A Social Work Perspective (December 2017)
- Islamic Social Awareness Symposium (March 2018)
- Pink October Fest "Cancer Detection, Prevention, Cure and Care: The Journey to Survival (October 2018)
- Completed the CAED 500C – Career and Development Education Course (October 2018)
- 48th NASWEI Biennial Convention: "Promoting Community and Environmental Sustainability through Inclusive Education, Human Rights and Gender Mainstreaming in Social Work Education (November 2018)
- Anti-Sexual Harassment and Work Ethics Seminar (November 2018 & May 2019)
- Enhancing Technical Writing Skills for Social Work Interns (February 2019)
- Case Management Process (August 2019)
- Strengthening the Technical Writing Skills of Social Work Students (August 2019)
- Fundamental Skills in Learning Community Process (August 2019)
- Techniques in Facilitation Skills in Social Work Practice (August 2019)
- Completed the 250 hours internship at Love the Children Foundation, Inc. (Field 1- Agency Based)
- Completed the 250 hours internship at Kaugmaon Inc. (Field 2 & 3- Working with Groups and Community Organizing)

CURRICULUM VITAE



MARY JANE E. JUEVES

Batulosa, Toril, Davao City

Email Address: maryjueves@umindanao.edu.ph

Contact Number: 09363391423

PERSONAL DATA:

Age : 21 years old
Sex : Female
Civil Status : Single
Birth Date : June 8,1998
Birth Place : Davao City
Father's Name : Paciano Jueves
Mother's Name : Luzviminda Jueves
Citizenship : Filipino
Religion : Roman Catholic
Height : 5'0
Weight : 44 kls.

EDUCATIONAL BACKGROUND:

Elementary: Dansalan Elementary School (S.Y. 2010-2011)

Labason, Zamboanga del Norte

Secondary: Ubay National High School (S.Y. 2011-2014)

Labason, Zamboanga del Norte

Tertiary: University of Mindanao (S.Y. 2015-Present)

Matina Campus, Davao City

AFFILIATIONS:

- University of Mindanao Associations of Social Work Students (UMASWS OFFIOCER, S.Y. 2018-2019)
- SMILES ng may K foundation Volunteer
- Kaagapay sa Paglinga (KaLinga) Volunteer (September 2018)

SEMINAR/WORKSHOP/CONFERENCE ATTENDED:

- Labor Migrants: Current Trends and Issues (August 2016)
- UMASWS Environmental Seminar
- Art of Interviewing: Guide on Social Worker's Communication Skills (July 2017)
- Counselling in Crisis Situation: A Social Work perspective (December 2017)
- Completed Reserve Officers' Training Corps (2014-2015)
- Kaagapay sa Paglingap (KALINGA) Sharing Session (March 2019)

CURRICULUM VITAE

WENDY R. ORLANES

TAGBITAN-AG, DISTRICT 2, IGACOS

Email Address: orlaneswendy@gmail.com

Contact Number: 09502248681



PERSONAL DATA:

Age : 20 years old
Sex : Female
Civil Status : Single
Birth Date : November 9, 2019
Birth Place : Samal District Hospital
Father's Name : Darwin L. Orlanes
Mother's Name : Imelda R. Orlanes
Citizenship : Filipino
Religion : Roman Catholic
Height : 5'0
Weight : 60 kilos

EDUCATIONAL BACKGROUND:

School	Awards	Year Graduated
University of Mindanao		2016-Present
Tagbitan-ag National High School	6 th Honorable Mention Best in Mathematics	2014-2015
Tagbitan-ag Elementary School	7 th Honorable Mention	2010-2011

INTERNSHIP EXPERIENCED:

2 nd Semester	Padre Pio's Home for Children, Inc	Intern
SY 2017-2019	Brgy. Tugbok, Davao City	
1 st Semester	Local Government Unit of Samal	Intern
SY 2019-2020	Brgy. Peñaplata Poblacion, IGACOS	

SEMINAR/WORKSHOP/CONFERENCE ATTENDED:

- Enriching Creative Thinking Skills of Social Work Students (September 29, 2016)
- SW38 theater workshop/ seminar (October 1, 2016)
- SW28 Fields of Social Work Seminar entitled Sector of Agriculture, Youth and Students (October 3, 2016)
- SW28 Fields of Social Work Seminar entitled, Sector- based Client Population (October 10, 2016)
- Orientation of the policy, program and services on the Elder (December 8, 2016)
- Truth Behind our Modern Heroes (February 24, 2017)
- Strengthening teamwork through Camaraderie towards Social Change (March 4, 2017)
- Comprehensive Understanding on Basic Counselling Skills: Social Workers in Focus (March 9, 2017)
- Acquiring Knowledge Foundation: Preparing for Mission of Social Change and Development (March 14, 2017)
- Combat HIV-AID: Knowledge to Prevent Ignorance (July 14, 2017)
- Training to be Trainers: a Step Closer to Social Work Profession (July 19, 2017)
- Enhancing the Future Social Workers' English Vocabulary and Grammar (August 4, 2017)
- Group Management: Application of Skills, Techniques and Approaches (September 15, 2017)
- Showcasing Social Work Students' Talent and Art (September 23, 2017)
- Enhancing the Leadership and Communication Skill to the SW66 Students (October 3, 2017)
- Stress Debriefing: Social Work in Focus (January 12, 2018)
- Career Fair 2019 which aims to expose students to job interview simulations by the industry expert representative (May 9, 2019)
- Excellence Beyond School (July 2019)
- Leadership Training (October 11, 2019)