

Human Development in the Context of the Workplace: A Comparative Study

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Abstract: Lifelong learning is the optimum development of human potentials to empower people to continuously acquire the knowledge, skills, understanding and training throughout their lives, so that they are completely aware of themselves, thereby enriching values in life while properly being accounted for as human resource capability in nation building.

This descriptive survey used a researcher-made questionnaire that focuses on adult learners in Japan and the Philippines. The samples have an age range between 21-49 years old, both sexes are represented, the samples completed formal schooling, currently employed and were undergoing learning activities in the non-formal learning institutes in May 2006, for business and vocational training, personal development and skills upgrading. The samples were taken through purposive sampling. Simple statistical tools used are average, mean, median, mode, standard deviation, frequency count, ranking and t-test.

Despite the many support systems both governments have initiated and implemented, findings revealed that there are still gaps and issues within the system. A self perception with a 4 point scale level of satisfaction in the quality of life, using indicators to include: values, goals, orientation, satisfaction and anxiety, daily interest and social relationships revealed that there are similarities as well as differences in their responses. For learning and career values, pressing gaps and issues in lifelong learning, the choices made were also different.

Our world today demands for a multifaceted human development across all types of learning and thus governments should effectively and substantially put reforms, policies and trusts in placed in support for every human fulfillment in this century.

Keywords: Human Development, lifelong learning, non-formal sector

Introduction

When the world entered the new millennium, the Declaration at the Millennium Assembly of the United Nations was another collective assertion of nations in a shared vision of human development. Access to means and resources in order to develop full human potentials at any point in human life is a right to be given to all. Today, the demands of globalization put premium on lifelong learning opportunities enabling learners to adapt to the demands of new knowledge and skills.

Lifelong learning encompasses all types of learning - such as formal learning within the educational system and non-formal learning as constituted in other organized educational institutions such as work based training centers, vocational training institutes and adult education centers. Learning is also informal as observed in associations, societies, and family and in that of everyday life.

For the non-formal learners in the context of the workplace, the challenged to continue learning is increasingly desired to be able to address competitiveness in a globalize world

which dictates workers to be flexible, multi-skilled and well informed. Changing work assignments and responsibilities brought about by the introduction of new visions and schemes in the work place put greater emphasis on communication skills, economic growth, social networks, and career values among others.

This research output is part of the study on Human Development and Life Course in Japan and the Philippines in Multidisciplinary Perspective: A Comparative Analysis which aimed at giving a concrete perspective on how people across sectors view human development through lifelong learning in both countries. The study will present the levels of satisfaction in the quality of life using several indicators used in the study. Gaps and issues as identified by the respondents will help assess and strengthen policies in placed.

Literature Review

The Universal Declaration of Human Rights, in Article 26, provides the right of education to everyone; that education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom.

The concept of lifelong learning was introduced in Japan in 1965 by Paul Lengrand. Evaluation of the educational system was suggested in the Social Education Council Report on “Social Education in a Rapidly Changing Society” in 1971. Following the report the concept of lifelong education became the focal point of various educational reforms.

The Human Resources Development Bureau of the Ministry of Labor started the Self-Development Assistance Grant, supporting and subsidizing employees plan for self development in 1975 and the Lifelong Human Resources Development Grant in 1982, supporting vocational training which cover one third of the employee’s wages during the training period plus the cost of the actual training expenses. Several other schemes, program and activities were initiated, monitored and evaluated by this ministry.

It was in 1987, when the structure of the Ministry of Education, Science and Culture was reformed and Lifelong Learning Bureau was established. Subsidizing the Lifelong Learning Model Community program began in 1988. The growth of the number of model communities is seen in each year from 1988 onwards.

In July 1990, the “Law Concerning the Development of Mechanisms and Measures for Promoting Lifelong Learning” was enacted to promote citizen’s Lifelong Learning activities, usually referred to as the “Lifelong Learning Law” (Law No.71, 1990).

It was on September 1991 when the Lifelong Learning Bureau proposed the “Program Promoting Recurrent Education” to promote recurrent education for working people in universities, junior colleges, and special schools. The Lifelong Learning Policy Bureau plans and drafts basic policy, conducts research on the state of domestic and overseas education, and strives to promote policies on information technology. Several tasks are handled by this Bureau to include the promotion of social education, development of various learning opportunities related to gender equality, maintenance and enhancement of the University of the Air and advancement of specialized training college education and miscellaneous education and also design courses for people in the work place among others.

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan in its 2004 MEXT White Paper produced a policy on “a mind and body sustaining a zest for

living” in its commitment to achieve a lifelong sports society. In a lifelong sports society, sports activities become established in people’s lives and they are able to partake in a sport at any time and place throughout their life. This is a national strategy to further develop Japan into a rich and cultured nation.

From then on, lifelong learning programs were conducted at the national, prefectural and municipal levels and were categorized by sponsoring ministries. Target populations were children and parents, youth, women, adults and senior citizens. Among the programs were information service plans, learning consultation services and international exchange programs. Also private sector programs were introduced with varied target clienteles across the country.

The 1987 Constitution of the Republic of the Philippines Article XIV, Section VIII, mandates the protection and promotion of the right of all citizens to quality education at all levels. Non-formal, informal, as well as self learning, independent, and out-of-school study programs will be encouraged particularly those that respond to community needs. Adult citizens, the disabled, and out-of-school youth shall be provided with training in civics, vocational efficiency, and other skills.

In pursuit of global development and lifelong learning opportunities, the government of Philippines has developed a blueprint for action popularly known as ‘Education for All: A Philippine Plan of Action’ (EFA-PPA) with the concept that education is a never ceasing process, a never-ending lifetime commitment, hence it is for life and takes place throughout life.

In May 1996, Executive Order No. 330 was signed into law adopting the Expanded Tertiary Education Equivalency and Accreditation Program as an integral part of educational system and designated the Commission on Higher Education as the authority responsible for its implementation. This program aimed at providing academic equivalency and validation of knowledge and expertise gained by learners from relevant work experiences, high-level and non-formal trainings.

In support to Executive Order No. 330 another project was launched in January 1999, the Non-formal Education Project of the Philippines known as Non-Formal Accreditation and Equivalency System (NFE A&E System). This project was developed with the assistance from the Asian Development Bank. Pilot implementation was made prior to its expansion to other School Division around the country. The NFE A&E System has served over 66,000 learners and brought to reality the twenty-year dream of the Philippine Government for a reputable, valid and credible alternative learning system. This learning system provides flexible entry and exit points, and learners are able to decide what, when, where and how to learn.

On December 27, 2005 President Gloria Macapagal Arroyo signed Executive Order No. 483 establishing the United Nations Educational, Scientific and Cultural Organization (UNESCO) Lifelong Learning Center for Sustainable Development in the Philippines. The Operation Brotherhood Montessori Center, Inc was designated as center, to serve as the national laboratory of the Department of Education (DepEd), Technical Education and Skills Development Authority (TESDA) and Commission on Higher Education (CHED) in addressing the life skills educational requirements toward building a knowledge society. To further expand its commitment to lifetime learning, the Center has opened its doors to the Asia Pacific Region for sharing of facilities, experiences and technical assistance.

Education is a lifelong process and the task of providing lifelong learning in the Philippines becomes a shared responsibility of both the public and private sectors. The civil society has assumed their role in the implementation, management and coordination in the conduct of non-formal education programs all over the country.

Buhler's Theory of Human Development is focused on self-fulfillment which is defined as the continual actualization of a lifelong orientation towards a goal or sets of goal. (Buhler, 1968), Phase 3, which is characterized by the movement towards more specific and definite life goals, is the period during which the individual has a rich personal life in which career development has stabilized, social environment provide nurturing interpersonal relationship, circle of friends and associates. However, many adults encounter hindrances, emotional problems and conflicts that direct considerable energy from the attainment of the goals.

For (Piaget, J.,1955), human development involves adaptation of self and world through two interrelated processes assimilation, by which information is taken in by the child is connected to existing mental images presenting the child's knowledge of the world, and accommodation, by which these images are changed to be sensitive to new kinds of information.

The notion of human development through lifelong learning has many dimensions. In this study, it is defined as a cumulative process that starts from womb to tomb and it seeks to give value to the quality of life of every human being in this century. With its undefined time frame in a human development, it carries no boundaries and parameters and experiences of every human being are varied. Many of the countries' political, economic, social agendas and reforms are carrying educational priorities to bring about change, development and reinforcement schemes to lifelong learning programs across sectors of their governments.

This study cut across the three sectors of learning, and the focused group is the non-formal sector. According to (Philip Coombs, 1973) Non-formal learning is any organized educational activity outside the established formal system--whether operating separately or as an important feature of some broader activity--that is intended to serve some identifiable learning clientele and learning objectives.

The present-day societies show rapid change, and a lot of new technological things have newly been introduced into people's lives. The middle-aged, mostly in the working group are required to adapt themselves to social change, and their nations are also expected to arrange to offer a good social environment for lifelong learning to take place. (Lengrand, 1969) draws attention to the basic social conditions for operating lifelong learning, and (Smith, 2000) sheds lights on the importance of a "learning society" for people's self-actualization. To be self-actualized person is to attain a spirit of calmness with a high level of satisfaction in the quality of life. From here one will find the real meaning of life and existence that everything has a purpose.

In addition, (Gelpi, 1985) puts stress on the relationship between social change and people's lifelong learning. He further noted that by improving people's ability to function as members of their communities, organizations were they belong; training centers were they are able to upgrade their knowledge and skills; increase social capital, thereby helping to build human capital, increase economic growth, and stimulate development.

According to (Robert Putnam, 2001) social capital is built particularly effectively through civic engagement, which appears to be more or less synonymous with active citizenship. He sees active citizenship as an important source of social capital because it is the main way in which people - experience reciprocity through their pursuit of shared objectives.

Putnam has also found evidence that social capital also improves education and health outcomes and child welfare, increases tolerance for gender and racial equity, enhances civil liberty and economic and civic equity, and decreases crime and tax evasion.

Social capital in this study is regarded as a dense web of networks underpinned by shared values and producing high levels of social trust, which in turn foster further cooperation between people. The concept of social capital is not without its weaknesses, but its potential has helped make it one of the most influential aspects in lifelong learning process.

Respondents of the study

The respondents of the study were 112 employees from government and non-government institutions in Japan and the Philippines. 100% of the samples were undergoing learning activities in the non-formal learning centers in May 2006, 53.57% for business and vocational training and 46.43% for personal development and skills upgrading. The samples have an age range between 21-49 years old, 53.6% are females and 46.4% are males and 62.5% are single while 37.5% are married. The samples were taken through purposive sampling.

Methodology

The descriptive method of research is used in this study. The survey made used of a researcher-made questionnaire. Part I focused on general information, Part II on lifelong learning and support systems, Part III on quality of life and Part IV on gaps and issues in lifelong learning as perceived by the adult learners. The data gathered were tallied, tabulated, analyzed and interpreted. Simple statistical tools used are average, mean, median, mode, frequency count, ranking and t-test.

Findings: Data Collection and Results

Table 1: *Summary table for the responses made by country on Part II questions on lifelong learning and support systems*

CATEGORY	JAPAN (Group B)				PHILIPPINES (Group A)				Paired t-test
	frequency	percent	mean	mode	frequency	percent	mean	mode	t-test sig. value (2 tailed)
PART 11. LIFELONG LEARNING									
Question No. 1 NO YES	7 47	12.5 83.9	1.8704	2	9 46	16.1 82.1	1.8364	2	.569
Question No. 1.1 NO YES	2 44	3.6 78.6	1.9565	2	9 41	16.1 73.2	1.8200	2	.096
Question No. 2 NO YES	2 53	3.6 94.6	1.9636	2	6 50	10.7 89.3	1.8929	2	.159
Question No. 2.1 NO YES	7 46	12.5 82.1	1.8679	2	2 42	3.6 75.0	1.9545	2	.421
Question No. 3 NO YES	4 52	7.1 92.9	1.9286	2	0 56	0 100	2.0000	2	.044*
Question No. 4 NO YES	46 10	82.1 17.9	1.1786	1	16 33	28.6 58.9	1.6735	2	.000*
Question No. 4.1 NO YES	4 6	7.1 10.7	1.6000	2	7 19	12.5 33.9	1.7308	2	.621
Question No. 5 NO YES	9 47	16.1 83.9	1.8393	2	1 55	1.8 98.2	1.9821	2	.010*
Question No. 6 NO YES	27 24	48.2 42.9	1.4706	1	2 52	3.6 92.9	1.9630	2	.000*
Question No. 7 NO YES	4 51	7.1 91.1	1.9273	2	2 52	3.6 92.9	1.9630	2	.659
Question No. 8 NO YES	42 14	75.0 25.0	1.2500	1	39 16	69.6 28.6	1.2909	1	.687
Question No. 9 NO YES	3 51	5.4 91.1	1.9444	2	2 53	3.6 94.6	1.9636	2	1.000

Respondents from the Philippines were grouped in Group A, while that of Japan were grouped in Group B. Each group was made to answer question 1 to question 9 with yes or no and an open ended questioning on why?/why not? and provisions for comments and suggestions were provided.

The findings of the study on lifelong learning and support systems revealed the following:

Q1. Is Equal access to all learners and fair treatment to lifelong learning (LL) and training in the agency, institution, center regardless of gender, race, origin and economic status? In Group A, 82.1% answered yes, 16.1% answered no. Of those who answered yes, 73.2 % is contented of how access and fair treatment to LL is done in their institution, while 16.1% is not. Comments include the following: the present state of lifelong learning does not sufficiently provide assistance to the physically handicapped, opportunities should be given according to responsibilities and needs of individuals, formal mechanisms in incorporating and promoting LL should be adopted and institutionalized, rigid and extensive upgrading of skills should be monitored.

In Group B, 83.9% answered yes, 12.5% answered no. 78.6% of those who answered yes indicate contentment on how access and fair treatment is done, and 3.6% of those who answered no, give comments that the trainees from the firm who are able to gain access to further training are siblings whose families belong to higher income brackets and they are graduates of prestigious universities who possess good academic records before joining the company.

Q2. Were you able to use computers, distance delivery systems, internet, and other learning packages in your institution, agency, and center? In Group A, 89.3% answered yes while 10.7% answered no. The following are their perceived reasons why they were not able to use IT facilities: insufficient to the needs of the trainees, traditional concept is believed to be more effective, and lack of IT infrastructure in placed.

While in Group B 64.6% of the respondents were able to use IT facilities, while 3.6% has none. For those who were not given access to IT they said they lack interest in computers and their jobs do not require high IT proficiency.

Q3. Is English proficiency important to your work/training? 100% of the respondents in Group A answered yes, while 92.9 % in Group B said yes, while 7.1% answered no. The following reasons were cited in Group A: good command of English will be an asset especially in dealing with other foreigners, it is used globally, the manuals and instructions in the training schemes are written in English, IT business uses English as communication, it is an international language for transactions, it is universal language for web based degrees and courses on line, it gives a person additional confidence and increases competence when dealing with other persons in higher positions, it gives an employee a competitive edge when he/she is able to communicate well in English today and in the future.

In Group B the reasons are: it is very necessary in their work, in dealing with different customers and superiors a good command of English is necessary, they are employees of a foreign company, higher career in the future would need English proficiency, they need of good communication skills to be effective in the job and other transactions, they like English, it is a tool of communication with a wide range of people across the globe and English is international communication for promoting lifelong learning in various setting.

However, for those who answered no the reasons given include: contented of having proficiency only in Japanese because they live in Japan comfortably, have no chance to talk in English, not important with the daily transactions and trainings, only those who occupy high ranks in the company have the chance to talk to foreign clients not the ordinary employees and they are contented with their Japanese language.

In Q3, the computed mean for Group A is 2.000 while for Group B is 1.9286. Computing t-test of significance the P-value is equal to 0.044, therefore there is a significant difference in the views of the Group A and Group B when asked if English proficiency is important to their work/training. In favor of Group A.

Q4. Are there existing policies and legislations on LL in the local and national level to support the training and learning activities in your institution, agency and center?

In Group A, 58.9% answered yes, while 28.6% answered no, and 2.22% has no idea. For those who answered yes, 33.9% said the policies and legislations are effectively implemented while 12.5% said the opposite.

Suggestions given include: policy giving body should learn how to plan, implement and monitor LL in all agencies across sectors of the government; administrators, presidents and heads of agencies should be fully oriented, trained and assisted in the LL policy making; trainings should be manage and monitoring of status and updates should be made with respect to changes in the labor market; local and national policies LL should be incorporated in the institution, agency, and center through periodic reviews of training programs.

In Group B, 17.9% answered yes while 82 % answered no. For those who answered yes, 10.7% said it is effectively implemented and 7.1% said it is not. Comments include: they have no exact idea whether the policies are carried out, no clear familiarity; they only knew the LL in college, not widely known in public. Suggestion was that the local governments should aggressively proceed with the laws, measures and enforcements of LL in all institutions, agencies, and centers.

The computed mean for Group A is 1.6735 while for Group B is 1.1786. Computing t-test of significance at 2-tailed the P-value is equal to 0.000 therefore, there is a significant difference in the views of the Group A and Group B when asked on the existence of policies and legislations on lifelong learning in the local and national level to support the training and learning activities in your institution, agency and center. In favor of Group A.

Q5. Do you think LL enhances your chances for economic stability?

In Group A, 98.2% answered yes while 1.8% answered no. Comments include: LL allows individuals to be ready for any opportunities that comes due to changing technology and economic policies, LL can help one improve economic gains thru extra earnings aside from the usual job, more knowledge and more skills acquired more livelihood opportunities, responding to the changes in the work place requires LL otherwise one chances to have higher responsibilities with bigger compensation are lessened.

For Group B, 83.9% answered yes while 16.1% answered no. Comments include with constant upgrading of knowledge and skills through LL one will have wider choices of job opportunities with much higher salaries and wages, higher positions provide comfortable retirement benefits with a good profit from investment programs, LL helps improve ones career and career path with higher positions are easily attained through continuous learning.

The computed mean for Group A is 1.9821 while for Group B is 1.8393. Computing t-test of significance at 2-tailed the P-value is equal to .010 therefore, there is a significant

difference in the views of the Group A and Group B on LL enhances your chances for economic stability. In Favor of Group A.

Q6. Do you think LL will enable you to become greatly concerned of everything around you especially the environment and nature conservation?

For Group A, 92.9% answered yes, while 3.6% said no, and 3.5% has no idea. For those who answered yes the following are the reasons: the more you learn, the more you understand what life is, the more you value nature and its conservation; since learning is life-wide one can become very keen to environment especially how we make use of them; as technology progresses awareness of its environmental impact is also considered in learning them, so that all advancements will be finely tuned with the conservation and preservation of nature. For the no answers the following were the reasons: only the field is focused in the training there is no mention of the environment.

For Group B, 42.9% answered yes, 48.2% no, 5% not much idea, 2.5% not aware, 1.4% no answer. For those who answered yes, the following are the reasons: one can be able to relate himself to his environment and the responsibility is thereby assumed in protecting and conserving nature. Many environmental issues are taken with self responsiveness. For those who answered no, the following are the reasons: our training specified only the skills and we did not discuss environment so I cannot see any relation to this; it is only during our college days that we become involved in environmental issues and concerns but not when we became employed, we are only concerned with our work which does not include concept on environmental and nature conservation and a certain department in the company takes care of the issues on garbage collection and proper disposal.

The computed mean for Group A is 1.9630 while for Group B is 1.4706. Computing t-test of significance at 2-tailed the P-value is equal to .000 therefore, there is a significant difference in the views of the Group A and Group B on LL will enable you to become greatly concerned of everything around you especially the environment and nature conservation. Group A has more positive values.

Q7. If LL is an individual project would you still go on learning through out life? Group A and B answered 92.9% and 91.1% yes, respectively. The common reasons cited are: for self-fulfillment, for growth and development, higher social mobility, more diverse qualifications and skills makes one life meaningful, don't want to spend life having fun as an adult one should be responsible and focus on their career, to improve one's work efficiency and be able to compete globally, one continue to learn not only for economical gains but for pursuing a dream with passion that leads to self satisfaction and better quality of life.

Q8. With your status now, is there anything that prevents you from learning throughout life? If yes please state. Group A and B answered 28.6% and 25.0% yes, respectively.

In both groups the common reasons cited are: time to spare, no funds available, distance of the centers, no centers to satisfy my learning needs, financial status and training requirements, state of health, family needs, nature of work and responsibility, social status, and changes in the priorities.

Q9. Will LL increase chances of having a better quality of life? Why? In Group A, 94.6% answered yes and 91.1% in Group B, while 3.6% and 5.4% answered no, respectively.

Reasons cited are: LL is not always a determinant in having a better quality of life; LL will not make you a better person it is yourself that makes the difference not your qualifications; LL is not the general determinant of quality of life luck still play the big role.

Table 2. Summary table for the responses made by country on Part III questions on quality of life using values, goals and orientation as indicators

CATEGORY	JAPAN (Group B)				PHILIPPINES (Group A)				t-test for paired samples
	frequency	percent	mean	mode	frequency	percent	mean	mode	sig. value (2 tailed)
PART III. ON QUALITY OF LIFE									
VALUES									
Material Life									
Very Low	-	-			1	1.8			
Low	8	14.3	3.0364	3	29	51.8	2.4643	2	.000*
High	37	66.1			25	44.6			B is Better
Very High	10	17.9			1	1.8			
Spiritual Life									
Very Low	-	-			-	-			
Low	14	25.0	2.9273	3	6	10.7	3.0545	3	.115
High	31	55.4			40	71.4			
Very	10	17.9			9	16.1			
High									
GOALS									
Personal Goal									
Very Low	-	-			-	-			
Low	12	21.4	3.0182	3	10	17.9	2.8929	3	.440
High	30	53.6			42	75.0			
Very	13	23.2			4	7.1			
High									
Social Goal									
Very	1	1.8			-	-			
Low	20	35.7	2.7273	3	18	32.1	2.7143	3	.874
High	27	48.2			36	64.3			
Very	7	12.5			2	3.6			
High									

ORIENTATION									
Present									
Very	-	-			-	-			
Low	13	23.2	2.9273	3	18	32.1	2.7321	3	.094
Low	33	58.9			35	62.5			
High	9	16.1			3	5.4			
Very									
High									
High	-	-			1	1.8			
Future	14	25.0	2.8909	3	20	35.7	2.6607	3	.122
Very	33	58.9			32	57.1			
Low	8	14.3			3	5.4			
Low									
High									
Very									
High									

Refer to table 2, Using 4 point scale for level of satisfaction in the quality of life with indicators like values, goals and orientation the following are the results:

Part III on material and spiritual life as indicators, results showed that Group A has low level of satisfaction in their material life and high level in their spiritual life, while Group B has high level of satisfaction in both material and spiritual lives.

The mean score in the level of satisfaction for Group A in material life is 2.4643, while Group B has 3.0545. Using t-test of significance at 2 tailed the P-value is equal to .000; therefore there is significant difference on the responses made by both groups in the level of satisfaction in their material life. Group B is better in terms of the level of satisfaction in the material life.

However, in the spiritual life both Groups have high levels of satisfaction with Group A has a mean score of 3.0545 and Group B has 2.8727. Using t-test of significance at 2 tailed the P-value is equal to .115; therefore there is no significant difference on the responses made by both groups in the level of satisfaction in their spiritual life.

With personal and social goals in life as indicators, both Groups A and B have high levels of satisfaction. On personal goal, Group A has a mean score of 2.8929 and Group B has a mean score of 3.0182. Using t-test of significance at 2 tailed the P-value is equal to .440; therefore there is no significant difference on the responses made by Groups A and B in the level of satisfaction in their personal goal. On social goal, Group A has a mean score of 2.7143 and Group B has a mean score of 2.7273. Using t-test of significance at 2 tailed the P-value is equal to .874; therefore there is no significant difference on the responses made by Groups A and B in the level of satisfaction in their social goal.

There same results came out with the present and future orientations as indicators, both Groups A and B have high levels of satisfaction. On present orientation, Group A has a mean score of 2.7321 and Group B has a mean score of 2.9273. Using t-test of significance at 2 tailed the P-value is equal to .094; therefore there is no significant difference on the responses made by Groups A and B in the level of satisfaction in their present orientation. On future orientation, Group A has a mean score of 2.6607 and Group B has a mean score of 2.8909. Using t-test of significance at 2 tailed the P-value is equal to .122; therefore there is no

significant difference on the responses made by Groups A and B in the level of satisfaction in their future orientation.

Refer to table 3, Using 4 point scale for level of satisfaction in the quality of life with indicators like leisure time, income and earnings, local community, home and family and environment as indicators the following are the results:

Using environment as indicator, the levels of satisfaction are high in both Groups A and B. Group A has a mean score of 2.6545 and Group B has 2.6909. Using t-test of significance at 2 tailed the P-value is equal to .859; therefore there is no significant difference on the responses made by Groups A and B in the level of satisfaction in their environment.

The difference lies on the leisure time, income and earnings, local community, home and family. Where Group A has high levels of satisfaction in leisure time and local community while having low level of satisfaction in income and earnings.

In the case of Group B, results revealed high levels of satisfaction in income and earnings while low level of satisfaction when it comes to leisure time and local community.

Using t-test of significance at 2 tailed the P-value is equal to .000, .000, .0001, .025 in leisure time, income and earnings, local community, and home and family, respectively therefore; there is significant difference in the levels of satisfaction between Group A and Group B. Group A is better in terms of the level of satisfaction in leisure time, local community and home and family while Group B is better in earnings.

Table 3. *Summary table for the responses made by country on Part III questions on quality of life using leisure time, income and earnings, local community, work./learning, home and family, and environment as indicators for satisfaction*

CATEGORY	JAPAN (Group B)				PHILIPPINES (Group A)				t-test for paired samples
	frequency	percent	mean	mode	frequency	percent	mean	mode	sig. value (2 tailed)
PART III. QUALITY OF LIFE									
SATISFACTION									
Leisure Time									
Very Low	12	21.4			-	-			
Low	27	48.2	2.1091	2	23	41.1	3.1964	3	.000*
High	14	25.0			31	55.4			A is Better
Very High	2	3.6			1	1.8			
Income & Earnings									
Very Low	-	-			3	5.4			
Low	14	25.0	2.8000	3	38	67.9	2.2321	2	.000*
High	38	67.9			14	25.0			B is Better
Very High	3	5.4			1	1.8			
High									
Local	11	19.6			-	-			
	23	41.1	2.1818	2	27	48.2	2.5179	3	

Community	21	37.5			29	51.8			
Very Low	-	-			-	-			.001*
Low									A is
High	-	-			-	-			Better
Very	11	19.6	2.9091	3	13	23.2	2.8214	3	
High	38	67.9			40	71.4			
Work/Learning	6	10.7			3	5.4			.518
Very									
Low	4	7.1			-	-			
Low	11	19.6	2.8182	3	3	5.4	3.1250	3	
High	31	55.4			43	76.8			
Very	9	16.1			10	17.9			
High									.025*
Home & Family	2	3.6			-	-			A is
Very Low	16	28.6	2.6909	3	19	33.9	2.6545	3	Better
Low	34	60.7			36	64.3			
High	3	5.4			-	-			
Very High									
Environment									.859
Very Low									
Low									
High									
Very									
High									

Table 4. Summary table for the responses made by country on Part III questions on quality of life using anxiety, daily life interests and social relationships, as indicators

CATEGORY	JAPAN (Group B)				PHILIPPINES (Group A)			
	frequency	percent	rank		frequency	percent	rank	
PART III. QUALITY OF LIFE								
ANXIETY								
Health	37	66.1	1	1	42	75.0	1	1
Present Jobs/Occupation	20	35.7	3	3	26	46.4	4	
Economic Life after Aging	31	55.4	2	2	24	42.9	5	
Present Economic Life	16	28.6	7		37	66.1	2	2
Natural Calamity	11	19.6	12		13	23.2	9	
National/Local Politics	13	23.2	11		12	21.4	10	
Human Relations	15	26.8	10		2	3.6	17	
Food Security	5	8.9	15		6	10.7	12	
Justice System	2	3.6	19		11	19.6	11	
Competition in Work	16	28.6	7		3	5.4	16	
Children's Educational	11	19.6	12		24	42.9	5	
Welfare								
Environmental	18	32.1	5		20	35.7	7	
Degradation	18	32.1	5		5	8.9	13	
Mental Health	16	28.6	7		27	48.2	3	3
Career Development	5	8.9	15		5	8.9	13	
Employment Status	20	35.7	3	3	5	8.9	13	
Physical Aspect of Aging	7	12.5	14		15	26.8	8	
Peace and Order	-	-	-		-	-	-	
Religion		8.9	15		-	-	-	
Reward System in the	5	8.9	15		-	-	-	
Workplace								

Others								
DAILY LIFE INTERESTS & SOCIAL RELATIONSHIPS								
➤ MOST INTERESTING ACTIVITIES								
Spare enough time to spend with my family	34	60.7	5		43	76.8	1	1
Read	19	33.9	6		26	46.4	4	
Be with friends	38	67.9	1	1	26	46.4	4	
Go fishing	4	7.1	12		1	1.8	13	
Renovate the home	2	3.6	13		26	46.4	4	
Watch movie	17	30.4	7		12	21.4	8	
Travel to other places	38	67.9	1	1	37	66.1	2	2
Take plenty of rest	35	62.5	4		34	60.7	3	3
Have a new make over	10	17.9	10		14	25.4	7	
Visit relatives	5	8.9	11		9	16.1	12	
Go shopping	38	67.9	1	1	11	19.6	10	
Join health clubs	15	26.8	8		10	17.9	11	
Others	15	26.8	8		12	21.4	8	
No interest	-	-			-	-		

Refer to table 4, using frequency counts for anxiety in life, in both groups the most frequent choice on their anxieties in life is health. However, Group A has present economic life and career development as second and third choices, while Group B has health, economic life after aging and present jobs/occupation and physical aspects of aging as most frequent choices.

In the daily interests and social relationships, Group A wanted to have enough time with the family, travel to other places and take plenty of rest as their first three choices and while Group B wanted to be with friends, go shopping and travel to other places.

Table 5. *Summary table for the responses made by country on Part III questions on quality of life using membership in organization/group and lifelong learning/career values as indicators*

CATEGORY	JAPAN (Group B)				PHILIPPINES (Group A)			
	frequency	percent	rank		frequency	percent	rank	
➤ MEMBERSHIP IN ORGANIZATION/GROUP								
UP	9	16.1	3	3	8	14.3	7	
Local Community	12	21.4	2	2	24	42.9	2	2
Alumni Association	3	5.4	7		2	3.6	11	
Labor Union	2	3.6	9		14	25.0	4	
Religious organizations	1	1.8	11		-	-	13	
Seniors club	5	8.9	6		34	60.7	1	1
Professional Occupations	6	10.7	5		12	21.4	5	
Sports Clubs	2	3.6	9		12	21.4	5	
PTA	1	1.8	11		4	7.1	9	
Peace Organization	1	1.8	11		22	39.3	3	3
Cooperatives	9	16.1	3		8	14.3	7	
Study Group	3	5.4	7		2	3.6	11	
Others	28	50.0	1	1	4	7.1	9	

No Participation								
LIFELONG LEARNING/ CAREER VALUES								
Challenge	34	60.7	2	2	49	87.5	1	1
Growth	42	75.0	1	1	39	69.6	2	2
Stability	18	32.1	4		32	57.1	3	3
Pleasure	27	48.2	3	3	8	14.3	6	
Identity	11	19.6	7		8	14.3	6	
Health	15	26.8	5		19	33.9	4	
Responsibility	15	26.8	5		15	26.8	5	
Others	2	3.6	8		-	-		
No career values	-	-			-	-		

Refer to table 5, using frequencies and ranking for membership in organization or groups, 60.7% of Group A is a member of the professional organization. For their second and third memberships in organizations, they have the alumni and cooperatives. 50% of Group B has no participation in organization or group while others are members of alumni association and local community.

On lifelong learning and career values, Group A chose challenge, growth and stability as their first three choices while; Group B chose growth, challenge and pleasure.

Table 6. Summary table for the responses made by country on Part IV on issues and gaps of lifelong learning today and in the future

CATEGORY	JAPAN (Group B)				PHILIPPINES (Group A)			
	frequency	percent	rank		frequency	percent	rank	
PART IV. GAPS AND ISSUES								
Government Role & Resources	25	44.6	1	1	41	73.2	1	1
Personal Chars., Values & Needs	17	30.4	6		25	44.6	4	
Learning Delivery & Access to Technology	15	26.8	7		31	55.4	3	3
Teachers, Instruction & Curriculum	21	37.5	5		36	64.3	2	2
Global Affiliation/ Internationalization	22	39.3	4		20	35.7	5	
Career, Choices & Transfer Credits	10	17.9	14		5	8.9	16	
Status & Role of Individuals in Society	15	26.8	7		11	19.6	11	
Partnerships of Training Providers	11	19.6	13		15	26.8	7	
Access & Equity	14	25.0	10		13	23.2	8	
Community	12	21.4	12		7	12.5	13	

Involvement								
Learning Opportunities	23	41.1	3	3	12	21.4	10	
Human Resources	14	25.0	10		13	23.2	8	
Industry Collaboration	15	26.8	7		10	7.9	12	
Context of Family & Culture	1	1.8	16		7	12.5	13	
Certification of Training Outcomes	10	17.9	14		7	12.5	13	
Assessment & Monitoring Systems	24	42.9	2	2	18	32.1	6	
Others	-	-			-	-		

Refer to table 6, among choices of most pressing gaps and issues of Lifelong learning today and the future, Group A has government role and resources; teachers, instructions and curriculum; learning delivery and access to technology as the first 3 most frequent choices while; Group B has government role and resources, assessment and monitoring and learning opportunities.

Discussion and Conclusion:

The comparative study was conducted to assess similarities or differences on the variables included in the study in the work-based sectors in both countries revealed the following:

As reflected in the data analysis Part II questions on lifelong learning and support systems the respondents' perspectives differ significantly in the importance of English proficiency in work and studies, existing policies and legislations on lifelong learning in the local and national level to support the curriculum/training in the agency, lifelong learning enhancing chances for economic stability in the future and lifelong learning enabling persons to become greatly concerned with environment and nature conservation.

(Constantino, J., 1997) notes that among all Asians "the Filipino is the most unique in the use of the English language" which has played a role in shaping the Filipino perception of reality. For the ordinary unschooled Filipino, she says, the world view is non-dualistic: this is "no dichotomy between object and subject: it is an integrative view." She then contrasts this non-dualistic perception to that of Filipinos who has learned to think in English:

But the Filipino who has learned to think in English is more inclined to think dualistically. Trained in handling abstracts and concepts, he curiously examines the dualism of subject and object with analytical thinking. This is the general concept of Filipino on the language which is reflected on how the respondents answered the question on English proficiency in his work and studies.

Friendship also shapes the sense of identity and fosters the sense of group belonging (Rubin, Z., 1980). For Group A, language to them is the most important facilitator of social interaction. Belonging a more social culture, language is needed to convey message and meaning to other people hereby, stimulating good relationship. This concept contributes to

the continuing development of language as well. Thus, for Group A language empowers the person along many dimensions in his quest for lifelong learning.

Japanese communicative style on the other hand, such as indirect both in giving and refusing directives, is rooted in a society where social group status is paramount. Members of the society are expected to be empathetic and to conform, in order to preserve group harmony and group values. These patterns can be seen in mothers' socialization of children through their speech routines from an early stage in interaction with their children, which in turn impacts on child language development (Lebra, 1976).

Lebra further explains that belonging to a particular company helps one establish his self-identity. And belongingness should be unambiguous that is why Japanese feel discomfort with people of multicultural backgrounds. Solidarity, loyalty, and priority of group goals refer to their sense of collectivism. The priority for nonverbal communication is that "an intuitive, roundabout form of communication based on empathy is necessary to maintain the Japanese way of life; a verbal, explicit form may disrupt it". Unthoughtful vocalizations can endanger harmony, especially when people live in close spaces. Culture difference plays important role in this study. Culture refers to shared lifestyles, customs, habits, skills, technology, arts science, values, language and history that characterize a particular group of people at a particular time and place (Barker, 1987).

However, in this century the wave of change and rapid technological breakthrough has slowly infiltrated every society and presented a more complex deliberation in the learning structure and so with competitiveness in the world of work. Today, multi-dimensional roles and responsibility is needed in the workplace. To increase mobility and upgrade functionality, each worker should further his knowledge and skills in his field of specialization to attain a stable post in the future. In this century, we witnessed the breaking down of walls of learning and training institutes through out the world and made entry and exit points flexible through various schemes like open university systems, cyberspace training halls, teleconferencing and e-learning, among others. This is where English proficiency is seen to be important and now it is universally accepted as an asset which further increases functionality and mobility of work force.

Lifelong learning policies, legislations and educational reforms were in placed as reflected in the literature review in both countries. The struggle to make each vision on lifelong learning becoming a reality is reflected in several plans and mechanisms as discussed earlier. Despite these efforts, many believed, in reference to the sampled population, that there are insufficient support systems in their agencies.

The findings of the study support the findings of Tan and Beltra in 1995. (Tan and Batra, 1995) found that larger firms, especially multi-plant firms, are more likely to provide formal training for skilled workers. Enterprise training, especially in-house training, is most common at high-tech firms, firms relying on advanced technologies, firms with semi- or fully automatic production lines, and export-oriented firms. For workers in small or micro-enterprises, particularly firms that are not exposed to international markets and in which workers have low educational attainment, the gap between those who have access to skill upgrading—and hence higher productivity and higher wages—and those who do not will grow. The findings further support, the studies of (Ziderman, 2001) in his conclusion that with few exceptions, government policies to encourage training in small and medium-size enterprises, through training levies or even grants, have not been very successful.

Providing for training for big or small enterprise alike represents is a major challenge for all countries, especially those in which large proportions of the labor force work in the non-formal sector, like that of the Philippines.

The impact on growth is observed only in more affluent countries, where the overall level of education is higher, suggests that technology adoption is strongly linked to the education of the labor force (Pohjola, 2000). The link between education and economic growth increases as the rate of technology transfer increases (Sab and Smith, 2001).

The fact remains that lifelong learning enhances economic stability in the future. Findings of the study support the idea of Sab and Smith in 2001, workers from highly industrialized countries like Japan, have attained economic stability. Group B therefore believed that lifelong learning was the powerful tool which liberated them economically and socially, whereas, the struggle to push the government further, in realizing and attaining their plans of equipping workers with multifaceted training is seen in the responses made by Group A. The dangers of societal and technological change as stated in Toffler's *Future Shock* has ignited the people's thirst for life skills necessary to cope with rapid change, technological developments, constant concerns about future inflation, and constantly evolving lifestyles. Thus, Group A further stressed on continuous educational reforms for all learners in this 21st century.

Another component, arguably the most important one in lifelong learning is the environment and conservation of nature. It is now generally accepted that environmental education is essential for the future survival of humanity (HMSO, 1991; Smith, 1995). Only by increasing public environmental awareness and by the creation of a more environmentally-literate workforce can a sustainable future be assured.

Unfortunately, there exist in society many adults who are unable or unwilling to change, to learn, or to manage the scarcity resources because their present environment is well defined and protected. Due to this condition, positive perspective on environment and nature is one sighted. This is best reflected in the result of the study that many of the respondents in Group B referred to the generic concept of studying and caring of the environment as part of the lessons and activities in school and their agencies. Group A on the other hand, is living in a country currently shuttered by so many pressures on environment and nature conservation therefore; their perspectives had gone beyond studying. For this group, environment and its care should be taken as a responsibility and a great concern to all.

Quality of Life (QQL) is an examination of influences upon the goodness and meaning in life, as well as human fulfillment. From this perspective, the ultimate goal of quality of life study and its subsequent applications is to enable people to live quality lives -- lives that are both meaningful and enjoyable.

(Donovan et al., 1989) cited (Campbell, 1976) in suggesting that an accepted general definition of quality of life is "a person's subjective sense of well-being, derived from current experience of life as a whole". (Goodinson and Singleton, 1989) propose a definition of quality of life as "the degree of satisfaction with perceived present life circumstances", this being seen to encompass the `physical, social, and material well-being of an individual'.

Part III, on quality of life, results revealed that the level of satisfaction in terms of material life, leisure time, earnings, local community, home and family in both Group A and B differ significantly. It is a fact that Japan has attained economic stability therefore Group B respondents have high level of satisfaction. As stated by (Calman, 1984) quality of life "is the extent to which a person's hopes and ambitions are matched and fulfilled by experience". Therefore, Group B respondents are more fulfilled in terms of their income and earnings and have higher level of satisfaction in their material life than Group A.

On the other hand, in terms of leisure time, local community, home and family respondents from Group A have high level of satisfaction. Responses from Group A are in consonance with the findings of (Campbell, 1981), apparently healthy individuals' responses in terms of life satisfaction, is usually in relation to specific domains, where satisfaction is proportional to the closeness between aspiration and achievement. For Group A respondents, their aspiration about their leisure time, local community, home and family is closely achieved that is why they have higher level of satisfaction in these indicators compare to Group B.

Findings of the study support the fact that societal levels of educational attainment are linked to levels of economic development. However, financial resources alone do not guarantee high level quality of life. Considerable evidence shows that family, community and state involvement in learning improves outcomes (Coleman and Hoffer, 1987; Braatz and Putnam, 1996; Francis et al, 1998).

(Putnam, 2000) and (Coleman,1988) have both concluded that high levels of family human capital may be associated with higher mobility, longer working hours and consequently reduced time for social interaction within the family and between the family and other social networks, which is consistent with lower 'bonding' social capital.

Part III, on anxiety both Group A and Group B respondents believed that health is the number one life stressor. (Germain and Gitterman, 1996) describe life stressors commonly known as anxiety, as involving life transitions, events and issues that provides stress and disturb the level of the person-environment fit or prior state of relative adaptedness. Both the external and internal life stressors are included in this. Health is the number one choice of both groups as their anxiety in life. The respondents in both groups believed that "health is wealth" and they felt there should be many options in the provision of medical health benefits in their agencies.

For Group A, present economic life and career development are their second and third choices. It can be attributed to the fact that respondents in this group are very concerned of a stable future, for them, lifelong learning scheme is both a personal and societal commitment needed to bring about total transformation in human development. Inflation rate in the Philippines reported in July 2006 was 6.4% and the purchasing power of peso averages 0.77 for the year 2005, this reality made the respondents in this group more anxious on how to keep their career path moving at the same time sustain their basic needs.

Group B's second and third choices in anxiety are economic life after aging, present jobs and physical aspect of aging. Japan is a society with a declining population and the Japanese first baby boom generation (born in 1947-49) will begin retiring in 2007, and the country is faced with the issue on achieving sustainable development in the face of labor supply constraints. This reality prompted respondents in Group B to have the said choices. The

struggle to become and stay physically fit and mentally healthy in their most productive years and even in their retirement days is highly recognized.

Part III on the most interesting things to do today, for Group A spare time with the family, travel to other places and take plenty of rests are interesting to them, while Group B wanted to be with friends, travel to other places and go shopping.

(Hartman and Laird, 1983) present a definition of family that may be useful in capturing two major categories of families. The first is biologically rooted, family of origin, into which one is born, which may include adoption and kins. The other category is the current family structure in which people have chosen to live.

The family as a social unit is also on of the factor that has served as a force on the social status of an individual in society. According to (Adams, 1975), (Kephart, 1977) and (Leslie, 1973) the family has been defined in many ways, and as we will see, its specific nature varies from one culture to another. The complete centrality of family life and the importance of family loyalty, obligation, and interdependence are captured in the Filipino's definition of a family, which can be categorized into 2 major categories as described by Hartman and Laird. This is the most intimate and influential environment in which human development takes place, as revealed in the first choice made by Group A.

Group B on the other hand found friends, travel to other places and shopping interesting. From these choices you can assess the importance of social capital and economic status for Japanese respondents. Recent research indicates that social capital is not only a critical input for learning but also one of its valuable byproducts (Heyneman, 1998). As Shintaro Ryu writes, the Japanese individual seems to feel really alive only when in a group. He wants to go wherever others do and avoids uncrowded places. The Japanese prefer to travel in groups in domestic as well as overseas travel. This cultural gravitation toward togetherness and sharing are inherent aspects that prompted Group B respondents to have the said choices.

Part III on membership in organization/group results revealed that 50% in Group B has no participation while 60.7 % in Group A are members of professional organizations. While there are many organizations, clubs and groups existing in Japan, findings revealed that the respondents in Group B find difficulty in maintaining their social obligations because of their commitment in their jobs and family life. For this group, social involvement while strongly desired is also a burden the respondents would like to unload. Group A on the other hand, relies on professional organizations in sustaining personal growth and improving social status in the lack or absence of support system to lifelong learning in their agencies and communities.

Part III on lifelong learning and career values, results revealed that there is a difference on the choices made by the two Groups. Group A chose challenge, growth and stability as their first three choices while Group B chose growth, challenge and pleasure.

Theories about how and why people choose careers have been based on assumptions such as the following: everyone has a free choice among careers; career development is a linear, progressive, rational process for all; and individualism, autonomy, and centrality of work are universal values (Cook, Heppner, and O'Brien, 2002; Flores and Heppner, 2002).

Other than the statement above, several facets make up identity, including individual self-definition, gender identity, and group (cultural or ethnic) identification. (Alfred, 2001) cites three reasons why understanding group identity is important in career development: (1) group identities are important components of self-concept for most people, (2) recognition and preservation of group identities is of great significance to some individuals, and (3) group identities influence how others interact with us.

Results of the study revealed the difference of choices and this could be attributed to the individual's personal concept of himself and group identity as cited by Alfred in 2001. Furthermore, the findings support the study of (Brown, 2002) that "there is considerable diversity within the values systems of people from the same cultural groups and extensive overlap in the cultural values held by people from different cultural groups". Also in the studies by (Gomez et al., 2000) which concluded that strong cultural values of families and collectivism had strong influenced in career values.

On Part IV, concerning issues and gaps as perceived by the respondents, results of the study revealed that both groups A and B have unanimously chose government role and resources.

The challenge of giving new breath to the Lifelong Learning has been posted again to the government and society. Through the power of the state to address their needs and concerns, they are able to realize their potentials as citizens of a learning society who are able to engage action to improve their quality of life and to ensure social integration as well as economic success in the future.

Implications of the study include: lifelong learning contribute significantly to promoting the interests of people, enterprises, the economy and society as a whole; that lifelong learning contributes to personal development, access to culture and active citizenship; that the social partners have roles to play and commitments to fulfill in support of lifelong learning

To conclude; every human being endowed with rich and diverse cultural heritage view the world with varied perspectives in reference to his complex social structure. In his struggle to attain the optimum human development through lifelong learning, he should be provided full support to carry on his cause by his family, community, enterprise, learning institution, state and the society, which in turn will also merit glorious rewards as translated in the social, economic, and political development of the country.

Recommendations

Governments' role and resources on lifelong learning should be enhanced and strengthened. National benchmarks for measuring lifelong learning outcomes across all sectors should be established. Traditional indicators fail to capture lifelong learning especially in the non formal sector. Importance should also be given to this sector because they are involved in the globalization of workforce in this century.

Learning opportunities should be available to all. The governments, employers and workers should then renew their commitment to lifelong learning: governments by investing and creating more conditions to enhance education and training at all levels; agencies by

providing support for the training of their employees; and individuals by making use of the education, training and lifelong learning opportunities; organizations by creating activities in support to lifelong learning opportunities.

Lifelong education should become and remain to be a high priority agenda item in educational and labor policy discussion.

Transfer credit scheme and certification of training outcomes should be fully implemented across sectors of learning so that learners can be assessed and be certified of their proficiencies.

Accreditation of skill competencies should be fully recognized across countries to provide more flexibility and access of global workers.

Institutional structures and mechanisms should be in placed and evaluated for developing, managing, supporting, and monitoring the major components of lifelong learning.

Professional and technical support for capacity-building at the local and regional levels should be provided and sustained. This support should be provided across all sectors: the formal, non-formal and informal sectors.

Teaching and learning method should be diversified to fit to the personal characteristics, values and needs of the learner.

Partnerships among training providers should also be encourage to strengthen and further refine skills competency assessment standards.

Information dissemination and campaigns on the availability of programs and support systems be made to all learners across sectors, community, enterprises and universities in order to increase people's awareness on lifelong learning.

Complete, complementary and coordinated support system for lifelong learning among stakeholders should be provided and closely evaluated.

Networking of activities should be made and strengthened. Network structures for lifelong learning in each country are made available for planning collaborative activities in the future.

UNESCO's International Project on Technical and Vocational Education (UNEVOC) Network and other inter government organizations' collaborative activities for the non-formal sector should also be strengthened.

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