

I A T S S

1988 BEHAVIORAL IMPACT STUDY

OF THE LRT LINE NO. 1

IN METRO MANILA

SURVEY REPORT

December 1988

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1. INTRODUCTION

1.1 OBJECTIVES AND SCOPE OF WORK

The 1988 Behavioral Impact Study of the Light Rail Transit (LRT) operation in Metro Manila is a follow-up to the 1983 study, when the LRT was still in its development stage. During the five-year period, it is expected that certain changes must have occurred on the travel behavior of Metro Manilans, as well as on their environment, with the welcome addition of a new mode of transport -- the LRT.

The specific objectives of the study are:

- 1) To obtain general and specific information on all working members of the household (Parts I and II);
- 2) To determine the impact of the LRT after its operation; (Part III); and
- 3) To assess the level of air and noise pollution in Metro Manila.

The study involves the following activities:

- 1) Home interview survey
- 2) Editing and coding of collected data
- 3) Data encoding/input to the microcomputer
- 4) Data check

2. STUDY AREA

Four (4) main sample areas consisting of 12 zones have been chosen for the study. They are limited to the cities and municipalities along or near the LRT corridor (Malabon, Valenzuela and Caloocan in the north, Manila in the center, Quezon City in the east, and Pasay, Makati and Paranaque in the south) and classified into the following:

- 1) Three (3) LRT station areas: which are divided into 3 zones each, depending upon their distance to the LRT stations of Monumento, Bambang, and Baclaran, i.e., 0-300m, 1-2 kms, 3-4 kms.
- 2) One (1) control area: which is divided into 3 zones, whose distance from the station of Bambang is more than 4 kms.

Zone codes used are shown in Table 1.

The MMUTIP 202 zones covered are shown in the zoning map in Figure 1: 9 in the north, 14 in the center and 6 in the south. Their distribution along the IATSS-LRT zone is shown in Table 2.

Table 1
IATSS-LRT Zone Codes

Distance Sta. No.	1	2	3	4
	0-300m	1-2 kms	3-4 kms	Over 4 kms
1	11	12	13	-
2	21	22	23	-
3	31	32	33	-
4	-	-	-	41,42,43

Table 2
1988/1983 IATSS-LRT Zones
and the corresponding MMUTIP 202 Zones

IATSS-LRT Zone No.	MMUTIP 202 Zone No.	Municipality
11	139	Caloocan City
12	138, 154 141, 134 98	Caloocan City Malabon, Quezon City
13	158, 149 148, 154	Malabon, Valenzuela
21	8, 5	Manila
22	2, 8, 22, 26	Manila
23	93, 92, 109	Quezon City
31	57, 59, 60	Pasay City
32	64 189	Makati Paranaque
33	189, 190	Paranaque
41	109, 110, 112, 113	Quezon City
42	118, 121	Quezon City
43	121, 118, 120	Quezon City

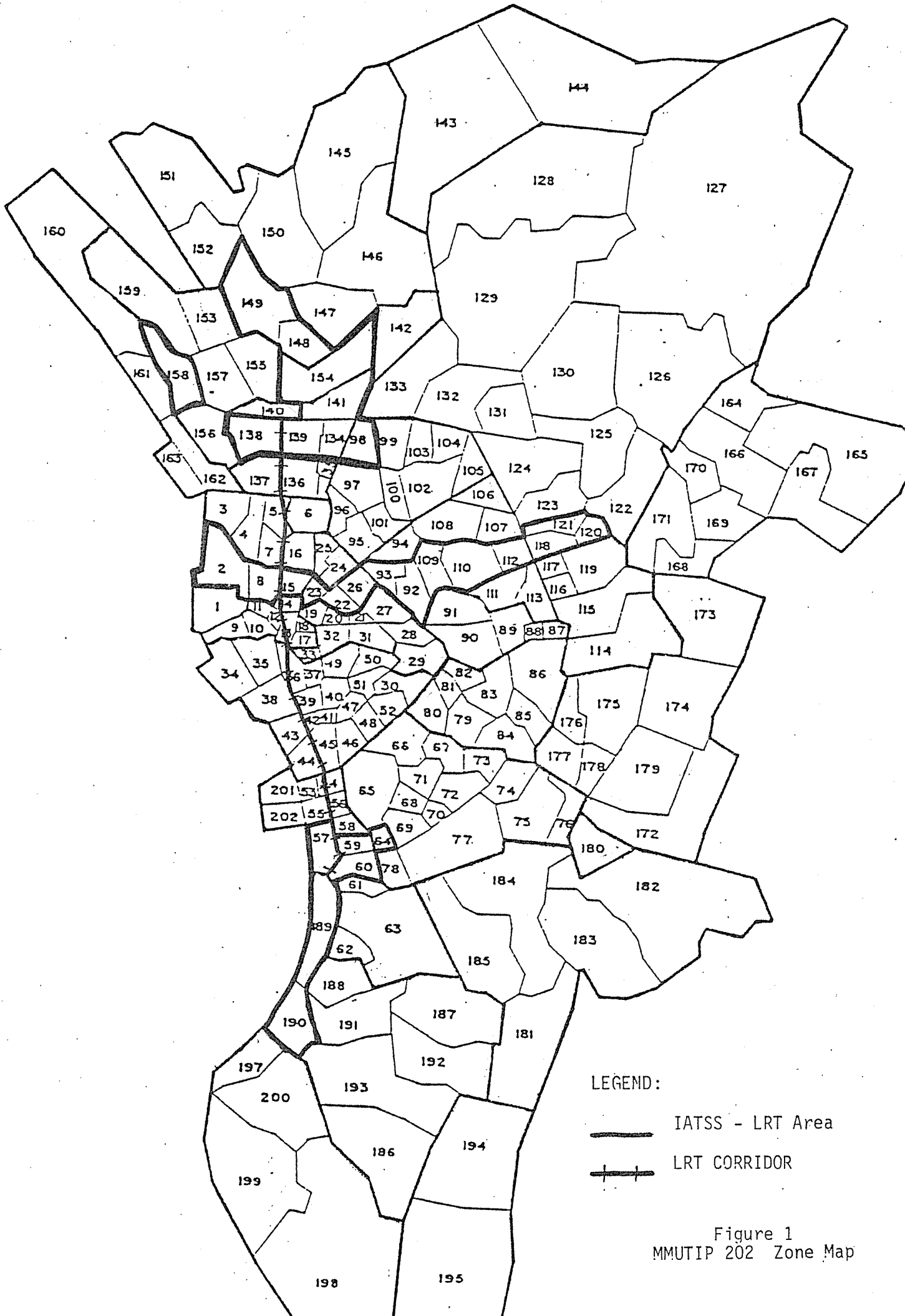


Figure 1
MMUTIP 202 Zone Map

1.3 SAMPLING SIZE AND METHODOLOGY

Basically, the same methodology was followed. The only difference was in the sample size. In 1983, the sample size for Parts I and II of the survey was set at 1,000 working household members for the 3 LRT station areas. Six hundred (600) households were covered to accomplish this.

Four hundred (400) households was the target for this year's survey. On the basis of the IASTSS-LRT results of 2.3 working members per household, the number of household members to be covered per zone was estimated as follows:

$$2.3 \text{ household members} \times 400 = 920 \text{ household members}$$

Survey maps prepared showed mesh lines drawn on the zones to be covered, with approximately 50 cross points each. However, only 20 points were drawn on each of the 3 control zones. Sample households were then randomly selected on these cross points.

In the case of Part III, only one out of 5 household members was to be interviewed (the same as in 1983). Therefore, of the 640 household members, only 128 need to fill up Part III.

1.4 WORK SCHEDULE

The work schedule for the implementation of the survey is shown in Figure 2.

Figure 2
Implementation Schedule

	November				December		
	7	14	21	28	5	12	19
Materials							
- Sampling Map	—						
- Instruction Manuals	—						
- Final Interview Forms (Printing) and ID Cards	—						
- Recruitment & Training of Interviewers		—					
Dry Run		—					
Actual Interview (2-3 weeks)			—	—			
Editing/Coding			—	—			
Data Encoding of Input Documents				—	—	—	
Data Range/Logical Check						—	

2. PRELIMINARY ACTIVITIES

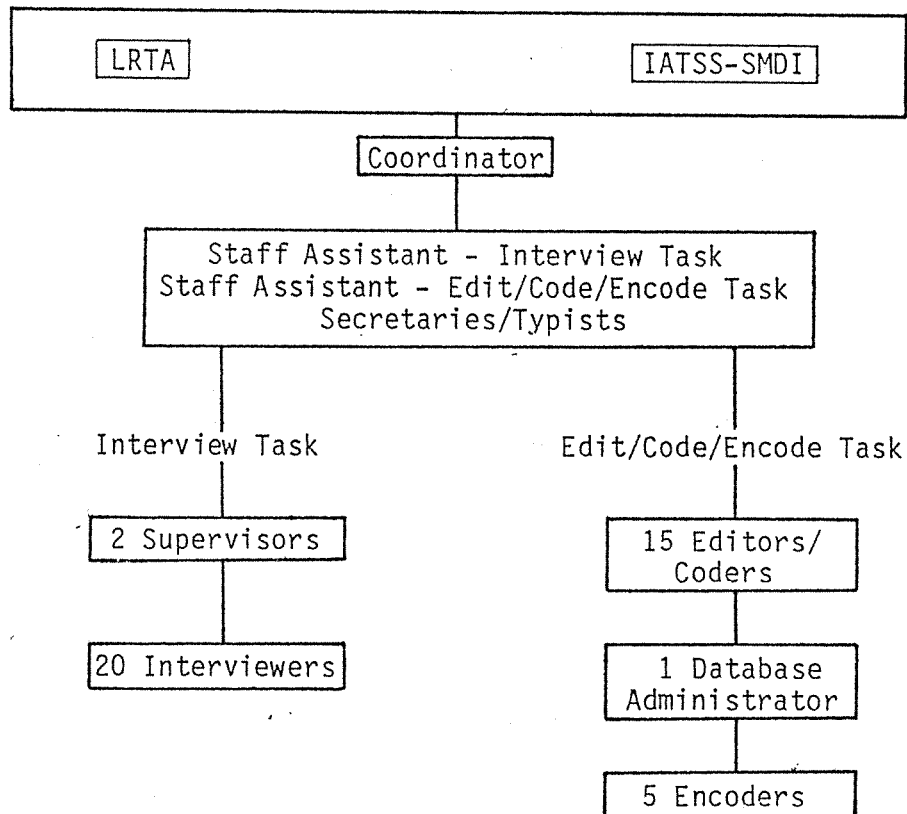
2.1 Major Tasks and Survey Organization

The following major tasks were undertaken as preparatory work for the survey:

- 1) Preparation of interview manual/materials
- 2) Preparation of supportive measures and printing of forms
- 3) Recruitment and training of surveyors
- 4) Dry-run

The survey organization is given in Figure 3.

Figure 3
Organization of IATSS-LRT Survey



2.2 DESIGN OF QUESTIONNAIRES AND PREPARATION OF INTERVIEW MANUAL

In general, the questionnaires used were the same as that of 1983: Part I - General Information, Part II - Specific Information, and Part III - SDT, P-0 and Map Tests. Major additions in Part II refer to the questions on the LRT usage and on air and noise pollution.

An interviewer's manual prepared five years ago was used in order to ensure uniformity in data collection and to reduce sampling

errors. The contents of the manual include the following items:

- duties and responsibilities of supervisors and interviewers
- weekly activities
- interview methods and guidelines
- details on properly accomplishing each item in the questionnaires

Copies of the questionnaires and manual are shown in Appendices 1 and 2.

2.3 SUPPORTIVE MEASURES AND PRINTING OF QUESTIONNAIRES

The following supportive measures were prepared to ensure the success of the interview task.

1) Letter to Barangay Captains

Instead of soliciting the assistance of the Metro Manila Commission, a letter addressed to Barangay Captains was drafted and finalized, with Gen. Jose V. Sembrano, Light Rail Transit Authority (LRTA) Administrator, as signatory. This letter was intended to foster better acceptance of the interviewers and to express the survey's good and official intentions. A copy of the letter is shown in Appendix 1.

2) Letter to Householders

A letter was addressed to sample householders explaining the objectives of the survey. This letter was made an integral part of the survey forms. It gave credibility to the surveyors' purpose for interviewing different households. (See Appendix 1).

3) Interviewer's Identification Card

All surveyors were made to submit size 1 x 1 inch pictures and affix their signature on the official identification cards.

After the finalization of the questionnaires' format, printing was then commenced. Aside from the 400 sets required, a buffer of 100 sets was printed.

2.4 RECRUITMENT AND TRAINING OF SURVEYORS

Recruitment and training of surveyors for the actual survey was done as follows:

1) Interviewers

Interviewers were screened and selected from the list of people who have done similar work before for SMDI. Briefing and training were done in two days, with the use of the Interview Manual, after which a short written test was given

to test their understanding of the task. Finally, the interviewers were sent on field with the supervisors for 2 days.

2) Editors/Coders

The Edit/Code task was planned with a manpower of 5 editors/coders under the supervision of the Edit/Code Staff Assistant. An edit/code manual used five years ago ensured uniform and systematic working procedures for editors and coders. (See Appendix 2).

3) Encoders

Five (5) encoders worked under the direct supervision of the database administrator.

2.5 DRY-RUN

A dry run on 40 household samples was undertaken. The main purpose was to verify the effectivity of the questionnaires and to determine adequate measures for collecting data and tackling problems which might arise.

The direct interview method was adopted. This entailed a direct confrontation with the working household members to be interviewed. The interviewers asked the questions and correspondingly filled out the questionnaires. It was observed that:

- forms were accomplished immediately and correctly.
- a pair of interviewers can cover approximately 6 households

The survey schedule implemented was as follows:

Weekdays	- 3:00 p.m.	- 9:00 p.m.
Saturday and Sunday	- 8:00 a.m.	- 1:00 p.m.

3. CONDUCT OF THE IASTSS-LRT SURVEY

3.1 FIELD SURVEY

The field survey consisted of the following major activities:

- 1) Pre-interview work
- 2) Distribution of forms to surveyors
- 3) Solicitation of Barangay Captains' cooperation
- 4) Interview of household samples
- 5) Submission of accomplished forms
- 6) Checking of forms by the supervisors

The flow of these activities is shown in Figure 4.

3.2 RESULTS OF THE SURVEY

A total of 464 households and 849 household members were interviewed for Parts I and II. The summary of each zone is given in Tables 3 and 4, respectively. On the basis of the survey results, the average number of working members per household is 1.8 as opposed to 2.3 in 1983.

Table 3
Distribution of Household Samples by Zone

Sta. No.	Distance				Total
	1	2	3	4	
	0-300m	1-2 kms	3-4 kms	Over 4 kms	
1	43	49	50	-	142
2	41	40	50	-	131
3	40	45	46	-	131
4	-	-	-	60	60
TOTAL	124	134	146	60	464

Figure 4
Flow of Interview Activities

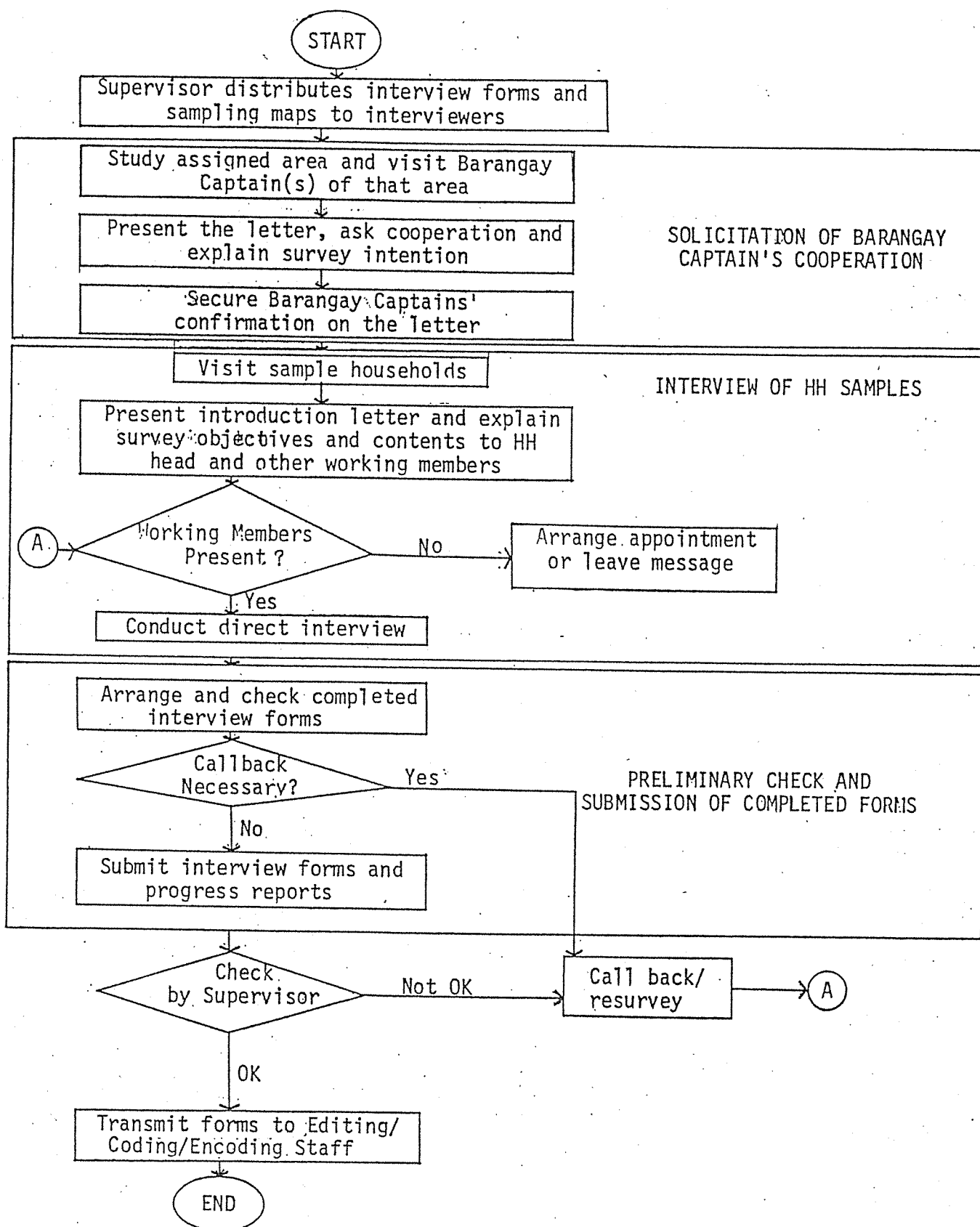


Table 4
Distribution of Household Member Samples by Zone

Sta. No. \ Distance	1	2	3	4	Total
	0-300m	1-2 kms	3-4 kms	Over 4 kms	
1	104	76	103	-	283
2	82	72	119	-	273
3	58	53	66	-	177
4	-	-	-	116	116
Total	244	201	288	116	849

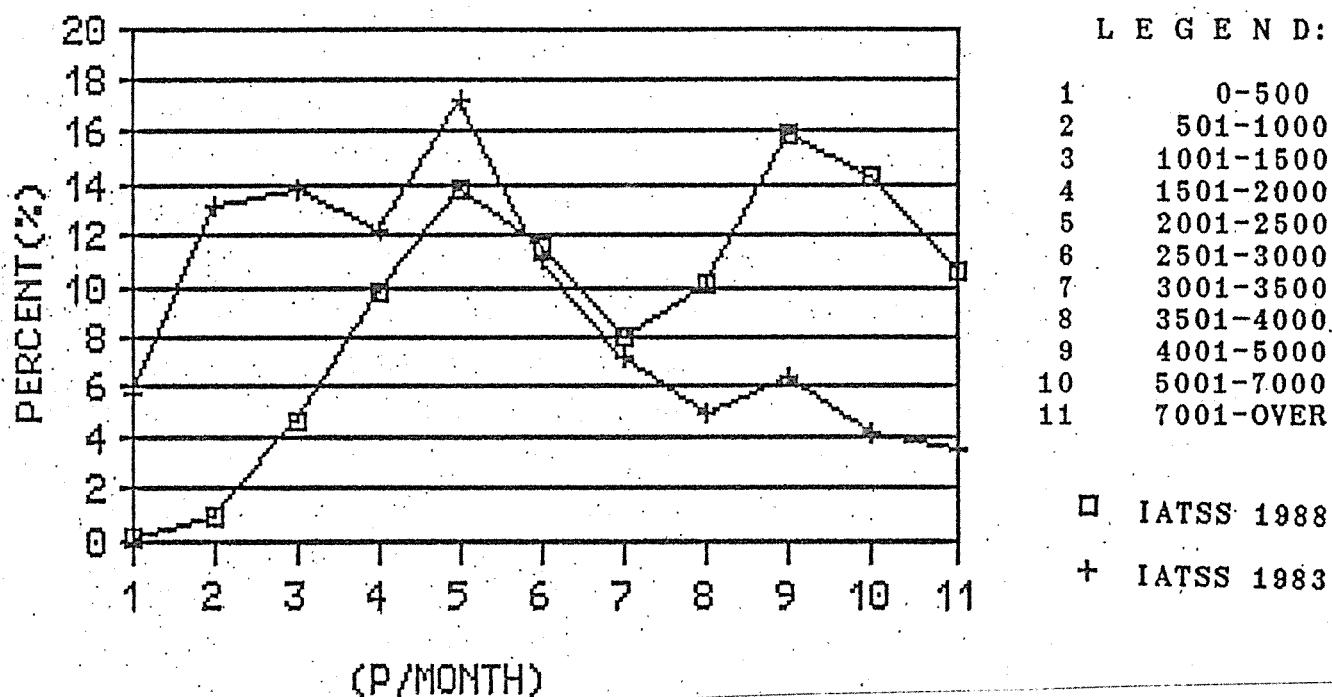
3.3 DISTRIBUTION OF HOUSEHOLD SAMPLES BY INCOME LEVEL

The distribution of households by income level for the study is presented and compared with the 1983 survey results in Table 5. A graphical illustration is also given in Figure 5.

Table 5
Distribution of Household Samples by Income Level

Income Level (P/month)	1988		1983	
	No. of HH	%	No. of HH	%
0 - 500	1	0.2	35	5.8
500 - 1000	4	0.9	79	13.2
1001 - 1500	22	4.7	83	13.8
1501 - 2000	46	9.9	74	12.3
2001 - 2500	64	13.8	104	17.3
2501 - 3000	54	11.6	67	11.2
3001 - 3500	37	8.6	43	7.2
3501 - 4000	47	10.1	30	5.0
4001 - 4500	74	15.9	39	6.5
4501 - 5000	42	9.1	25	4.2
5001 - 6000	24	5.2	21	3.5
6001 - 7000	13	2.8	--	--
7001 - 8000	14	3.0	--	--
8001 - 9000	11	2.4	--	--
9001 - 10000	11	2.4	--	--
Total	464	100.0	600	100.0

Figure 5
Distribution of Households
by Income Level



3.4 PROBLEMS AND DIFFICULTIES DURING THE DIFFERENT PHASES OF THE STUDY

From the experience of the 1983 survey, the survey team was already prepared for any contingencies on field, such as the following:

1) Methodology Adopted

The best time to interview working household members was still in the evenings (weekdays) from 3 to 9 p.m. and on weekends, from 8 a.m. to 1 p.m. Interviewers worked in pairs, most especially in some areas considered critical, i.e., Tondo, Manila (Zone 22) and Caloocan (Zones 11 and 12).

The direct interview method was adopted anew to ensure that questions were answered correctly. In order for the interviewers to communicate more effectively with the interviewees, the questions had to be asked in Tagalog.

2) Preparation for the Survey

LRTA Administrator Gen. Sembrano was most accommodating in signing the letters to the Barangay Captains and the householders since the purpose of the survey was already explained to him during the visit of IATSS representatives last September 1988.

3) Dry Run and Training

The difficulties encountered by the interviewers were basically the same. They are:

a) Interviewee

- to find a household where all working members are present during the visit.
- to convince the working members to let themselves be interviewed when they are tired, hungry, or busy.
- to remain unruffled when the interviewees ask too many questions about the purpose of the interview.

b) Questionnaire Contents

- The interviewees felt that the questionnaire was too long or that some questions were not related to the purpose of the survey. As the interview progressed, the interviewee repeatedly asked if this or that was needed. Most of the time they became suspicious and kept on asking about the purpose of the survey.
- To make sure that the interviewers asked the questions in Part II properly, the questions were translated in Tagalog. Each interviewer was furnished a copy for use in the dry-run and the actual interview. (See Appendix 1).

4) Actual Survey

Jeepney drivers interviewed considered the survey as a means of gauging the reaction of the people regarding the LRT, although they admitted that their income decreased because of it.

Very few households in the P0-500 and P500-1,000 bracket were interviewed. As expected, high income level households (P5,000 and above) were difficult to interview. Interviewers could not even get passed the security guard or househelp.

a) Contents

Interviewees hesitatingly answered the question regarding household/individual income.

Most respondents of Part III, specifically number 2 of the Map Test, were not familiar with maps and so failed to indicate the location of their residence.

Some of the interviewers forgot to ask or write down answers to some questions. The editors/coders, therefore, had to wait for them to report next time so that they could correct them.

5) Editing/Coding

The same difficulty was encountered in classifying an occupation; the same was true for office address coding since some interviewers failed to get the complete address.

Translation of the P-0 Test responses proved to be a problem since there were a lot of nuances from Tagalog to English.

A P P E N D I C E S

Appendix 1
INTERVIEW QUESTIONNAIRE SET

Contents:

1. Letter for Barangay Captains
2. Letter for Householders
3. Part I - General Information
4. Part II - Specific Information (English)
Part I - Specific Information (Tagalog)
6. Part III - SDT, P-0, Map Tests

**LIGHT RAIL TRANSIT AUTHORITY**

Administration Bldg. LRTA Compound
Aurora Blvd., Pasay City, Metro Manila

14 November 1988

Dear

We wish to inform you that the International Association of Traffic and Safety Association (IATSS) - Systems & Management Dynamics, Inc. (SMDI) Consultant Group has been endorsed by the Light Rail Transit Authority (LRTA) to conduct a Behavioral Impact Study on the Light Rail Transit (LRT) development in Manila.

Surveyors have been assigned to interview households selected by random sampling from your respective barangays. The study is aimed to determine the people's travel behavior and its changes over time for transport planning and design purposes.

As the Barangay Captain of _____, we wish to secure your cooperation and permission for the interviewers to go about visiting several sample households in your area.

Please indicate your approval and support by signing in the space provided below.

Thank you.

Very truly yours,

CONFORME:

JOSE V. SEMBRANO
Administrator



LIGHT RAIL TRANSIT AUTHORITY

Administration Bldg. LRTA Compound
Aurora Blvd., Pasay City, Metro Manila

14 November 1988

Dear Householder:

The forms you are being requested to complete are part of a behavioral impact study on the Light Rail Transit (LRT) development in Manila. The study aims to determine the people's behavior and its changes over time so that the needs of the people are better reflected in the planning and design of transport facilities.

As you have been chosen as a sample household by random sampling, please permit the surveyors to interview your working household members and yourself.

Please be assured that all information will be treated in strict confidence and will be used only for research purposes. Your cooperation will be most appreciated.

Very truly yours,

JOSE V. SEMBRANO
Administrator

PART I GENERAL INFORMATION

Part I-A. Items 1 to 3 : to be completed by Household Head
 Part I-B. Items 1 to 1. : to be completed by each
 working HH member.

PART I-A

(1) ADDRESS
 (Residence) No. _____ Street _____ Barangay (a) _____

 City/Municipality (b) _____

(1)-a Have you lived at this address for the past five years?

1. Yes ☐ 2. No ☐

(2) HOW MANY PEOPLE RESIDE IN YOUR HOUSEHOLD?

		UNDER 7 yrs. old	7 yrs. and above		Household Helpers	
			working	non- working	live-in	not live-in
1	MALE					
2	FEMALE					
3	TOTAL					

(3) WHAT IS THE TOTAL MONTHLY HOUSEHOLD INCOME? (Check One)

1	BELOW	P 500	<input type="checkbox"/>
2	501 to	1000	<input type="checkbox"/>
3	1001 to	1500	<input type="checkbox"/>
4	1501 to	2000	<input type="checkbox"/>
5	2001 to	2500	<input type="checkbox"/>
6	2501 to	3000	<input type="checkbox"/>
7	3001 to	3500	<input type="checkbox"/>
8	3501 to	4000	<input type="checkbox"/>
9	4001 to	5000	<input type="checkbox"/>
10	5001 to	6000	<input type="checkbox"/>
11	6001 to	7000	<input type="checkbox"/>
12	7001 to	8000	<input type="checkbox"/>
13	8001 to	9000	<input type="checkbox"/>
14	9001 to	10000	<input type="checkbox"/>
15	over	P 10000	<input type="checkbox"/>

(i)

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(ia)

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(2)

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(3)

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14

THIS PORTION IS
 FOR OFFICE USE
 ONLY

IATSS LRT Zone No.

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Traffic Zone No. (202)

--	--	--	--

Household No.

--	--	--	--

No. H.H. Members' Sheets

--	--	--	--

Supervisors' Check

	Date	Name
For Interviewers		
For Editors		
For Coders		
For Encoders		

PART I-B

A-5

(1) Name _____
Last First M.I.(2) Age _____ (3) Sex (Pls. Check) 1. Male ☐
2. Female ☐

(4) Educational Attainment _____

(5) What is your occupation(s)?
Please specify the line/type of business/work you are involved in,
and type of employment.

OCCUPATION(S)	LINE/TYPE OF BUSINESS	TYPE OF EMPLOYMENT (Permanent/Contract'l/Freelance)
1.		
2.		
3.		

SQ1 Do you work on your own or together with the family, for another person or for the gov't/private firm or organization. Please check appropriate box below:

Occupation	1 On my own	2 Together with the family	3 For Another Person	4 For Gov't/ Private Firm	5 Others Specify
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

(6) What is your office address?

Occupation	Office Address	same as 5 yrs. ago
1	No. _____ Street _____ Barangay _____ City/Municipality _____	1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/>
2	No. _____ Street _____ Barangay _____ City/Municipality _____	1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/>
3	No. _____ Street _____ Barangay _____ City/Municipality _____	1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/>

(1)

--	--	--	--	--

--	--	--	--	--

(2)

--	--

(3)

--

(4)

--

(5)

--	--	--	--	--	--	--

--	--	--	--	--	--	--

--	--	--	--	--	--	--

(6)

--	--	--	--

--

--	--	--	--

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--	--	--	--

--

- (7) If your work address or work area is different from your office address, please write it below:

Occupation	Work Address or Coverage of Working Area
1	
2	
3	

(7)

1

2

3

- (8) Individual Monthly Income (Pls. Check)

1	<input type="checkbox"/> BELOW	P	300
2	<input type="checkbox"/> 301 to		600
3	<input type="checkbox"/> 601 to		900
4	<input type="checkbox"/> 901 to		1200
5	<input type="checkbox"/> 1201 to		1500
6	<input type="checkbox"/> 1501 to		2000
7	<input type="checkbox"/> 2001 to		2500
8	<input type="checkbox"/> 2501 to		3000
9	<input type="checkbox"/> 3001 to		3500
10	<input type="checkbox"/> 3501 to		4000
11	<input type="checkbox"/> 4001 to		4500
12	<input type="checkbox"/> 4501 to		5000
13	<input type="checkbox"/> over	P	5000

- (9) How many vehicles are available for yourself?
(Enter Number)

	TYPE	No. of Units Available for yourself
1	BICYCLE	<input type="text"/>
2	MOTORCYCLE	<input type="text"/>
3	JEEPNEY (PUJ)	<input type="text"/>
4	PRIVATE JEEP	<input type="text"/>
5	CAR	<input type="text"/>
6	VAN/PICK-UP	<input type="text"/>
7	TRUCK	<input type="text"/>
8	TRICYCLE	<input type="text"/>
9	OTHER SPECIFY	<input type="text"/>
10	NONE (check)	<input type="text"/>

(8)

(9)

1

2

3

4

5

6

7

8

9

SQ1. If you have a bicycle available, please check who is the owner.

- | | |
|---------------------------|--------------------------|
| 1. yourself | <input type="checkbox"/> |
| 2. parents | <input type="checkbox"/> |
| 3. children | <input type="checkbox"/> |
| 4. other household member | <input type="checkbox"/> |
| 5. friends | <input type="checkbox"/> |
| 6. company | <input type="checkbox"/> |
| 7. others | <input type="checkbox"/> |

SQ1

☐

SQ2. If you have a motorcycle available, please check who is the owner.

- 1. yourself ☐
- 2. parents ☐
- 3. children ☐
- 4. other household member ☐
- 5. friends ☐
- 6. company ☐
- 7. others ☐

SQ2

☐

SQ3. If you have a car available, please check who is the owner.

- 1. yourself ☐
- 2. parents ☐
- 3. children ☐
- 4. other household member ☐
- 5. friends ☐
- 6. company ☐
- 7. others ☐

SQ3

☐

24

THIS PORTION IS FOR
OFFICE USE ONLY :

OCCUPATION OF HH. MEMBER	STATUS OF INTERVIEW		
	O K	PENDING	
		REASON	APPOINTMENT
1.			
2.			
3.			
4.			
5.			
6.			


REMARKS

PART II SPECIFIC INFORMATION

INSTRUCTIONS

1. Complete for each working household member
2. Answer all the questions sequentially.
3. Check only one number unless there are specific instructions given.
4. Specify the answer for "OTHERS".

Q1. Do you have a watch?

1. yes ☐ 

2. no ☐

SQ1. If yes, please show your watch to the interviewer who will check the time difference between the standard time, and also the type of watch.

1. delayed ☐

2. ahead ☐

_____ minutes

Type of watch:

1. digital ☐

2. analog ☐

3. digital and analog ☐

SQ2. How do you usually set your watch? Check one only.

1. by radio

2. by TV

3. clocks at public places

4. from other people

5. telephone service

6. never pay much attention to setting watch

7. others _____

Q1

☐


SQ1

☐ ☐ ☐ ☐

SQ2

☐

Q2. Do you feel uneasy when your watch doesn't keep correct time?

1. yes ☐ 

2. no ☐

Q2

☐

↓

SQ1. If YES, then please check the proper box below:
 I feel uneasy when my watch is:

1. delayed ☐

2. advanced ☐ more than _____ minutes

3. both ☐

SQ1

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

Q3. Is there an official time recorder in your working place?

1. yes ☐ 2. no ☐

Q3

<input type="checkbox"/>

Q4. Do you get to work on time every day?

1. yes ☐

2. sometimes late ☐

3. often late ☐

Q4

<input type="checkbox"/>

SQ1. How long can you be late without any penalty>
 _____ hours _____ minutes

SQ1

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

Q5. What is your regular/usual working hours? (Encircle am or pm)

From _____ am/pm to _____ am/pm

Q5

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86		89	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6. On what occasion do you feel you should not be late? Choose only the most important.

- | | |
|--|--|
| <input type="checkbox"/> 1. Business appointment | <input type="checkbox"/> 6. Date |
| <input type="checkbox"/> 2. Formal party | <input type="checkbox"/> 7. Family gathering/
party |
| <input type="checkbox"/> 3. Meeting with friends | <input type="checkbox"/> 8. Classes |
| <input type="checkbox"/> 4. Informal party | <input type="checkbox"/> 9. Work |
| <input type="checkbox"/> 5. Doctor's appointment | <input type="checkbox"/> 10. Others _____ |

Q6

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Q7. Do you know the Light Rail Transit or LRT (Metro)?

1. yes ☐ 2. no ☐

Q7

<input type="checkbox"/>

SQ1. If yes, have you already used the LRT?

1. yes ☐ 2. no ☐

SQ1

<input type="checkbox"/>

Q8. What time do you usually get up in the morning and what time do you usually sleep at night?

wake up : _____ am
 sleep at : _____ pm

Q8

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

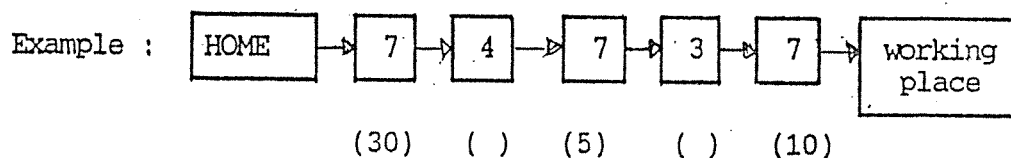
Q9. What time do you usually leave your home to your working place?

_____ AM, _____ PM

Q10. On the average, how long does it take to commute to your working place?

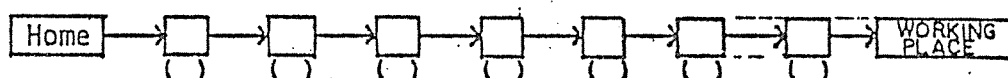
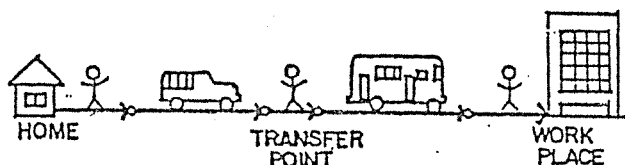
_____ hours _____ minutes

Q11. What mode of transport do you use to commute to your working place? Please specify the sequence of modes you use, as shown in the example below. If by foot (no. 7), please indicate approximate distance in meters walked inside the parenthesis () provided.



MODE OF TRANSPORT

1. Car
2. Love bus/limited bus
3. Bus
4. Jeepney
5. Van/pick-up/truck
6. Tricycle
7. By foot
8. LRT (metro)
9. Motorcycle
10. Pedicab
11. Others _____



If your answer to Q11 includes No. 8 LRT, then please go to **SQ1**. If your answer does not include LRT, please go to **SQ2**.

SQ1. Before the LRT started operations, what was your mode of transport for that section. _____

(Choose from 1 to 11)

SQ2. Is your commuting route close by to LRT? <_____

1. yes ☐ 2. no ☐

If yes, please check any number of answers below which apply.

I do not ride LRT because:

1. Inconvenient to get to the LRT station ☐
2. Fare is expensive ☐
3. Inconvenient to go up and down the stairs ☐

Q9.

Q10.

Q11.

SQ1.

SQ2. ☐

☐

☐

☐

- | | | |
|--|--------------------------|--------------------------|
| 4. Too warm and humid. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Using own car is more convenient. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Riding on jeepney, bus or tricycle is more convenient. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Not in my direction for my daily activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. It is crowded. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. So many restrictions like no smoking and eating. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Seat is always occupied. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Not operating at the time of my trip (e.g. early morning, midnight). | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Others _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Q12. Do you usually ride the LRT for your trips?

1. yes ☐ 2. no ☐

Q12

☐

SQ1. If yes to Q12, how often do you ride LRT?

1. _____ trips/day, 2. _____ trips/week or 3. _____ trips/month

SQ1

SQ2. If yes to Q12, what is the main purpose of your ride? Check any number of answers below which apply.

- | | |
|------------------|--------------------------|
| 1. Go to work | <input type="checkbox"/> |
| 2. Go to school | <input type="checkbox"/> |
| 3. Business | <input type="checkbox"/> |
| 4. Pleasure ride | <input type="checkbox"/> |
| 5. Go to church | <input type="checkbox"/> |
| 6. Go shopping | <input type="checkbox"/> |
| 7. Others _____ | <input type="checkbox"/> |

SQ2

☐
☐
☐
☐
☐
☐
☐


SQ3. If YES to Q12, then please check any number of answers below which apply.

I ride LRT because:

1. It is clean
2. It is fast
3. It is safe
4. It is comfortable
5. It is punctual
6. Fare is reasonable
7. It is fashionable
8. It is free from air pollution
9. Smoking and eating is not permitted
10. Appreciate good view from window
11. Others _____

393

- [illegible]

SQ4 If NO to Q12, please check any number of answers below which apply.

I do not ride LRT because:

1. Inconvenient to get to the LRT station ☐
2. Fare is expensive ☐
3. Inconvenient to go up and down the stairs ☐
4. Too warm and humid ☐
5. Using own car is more convenient ☐
6. Riding on jeepney, bus or tricycle is more convenient ☐
7. Not in the direction of my daily activities ☐
8. It is crowded ☐
9. So many restrictions like no smoking and no eating ☐
10. Seats are always occupied ☐
11. Not operating at the time of my trip (e.g. early morning, midnight) ☐
12. Others ☐

- [illegible]

Q13. With the LRT's operation, do you agree with the following patterns of behaviour? Please check any number of answers which apply.

1. If the train is crowded, passengers will wait till the next train comes. ☐
2. While waiting for the train, passengers will line up. ☐
3. In case of emergency, people will jump off the train and will walk on the tracks. ☐
4. Passengers will throw their garbage out of the window. ☐
5. Others (Pls. specify) _____ ☐

Q13

☐☐☐☐☐

Q14

Q14. What has been the impact of the LRT on Metro Manila? Please check any number of answers which apply.

1. People gained more time due to shortened travel time. ☐
2. People are now more punctual. ☐
3. Jeepney users decreased. ☐
4. Bus users decreased. ☐
5. People travel more frequently. ☐
6. People extend their travel further on. ☐
7. People stay out late at night because of the LRT's late operation. ☐
8. People are proud of the LRT. ☐
9. Prices of real estate beside the LRT changed. ☐
10. Road traffic conditions have improved. ☐

☐☐☐☐☐☐☐☐☐☐

11. Road traffic conditions have worsened. ☐ ☐
12. Landscape along LRT has aesthetically improved. ☐ ☐
13. Landscape along the LRT has aesthetically deteriorated. ☐ ☐
14. Little or no-impact. ☐ ☐
15. Others (pls. specify): _____ ☐ ☐

SQ1. Please explain the impact of the LRT on yourself.

Q15. What class of people do you think mostly ride the LRT?
Please check one only.

- | | | | | |
|------------------------|--------------------------|-----------------------|--------------------------|--------------------------|
| 1. Higher upper class | <input type="checkbox"/> | 5. Lower middle class | <input type="checkbox"/> | Q15 |
| 2. Lower upper class | <input type="checkbox"/> | 6. Upper lower class | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Upper middle class | <input type="checkbox"/> | 7. Lowest class | <input type="checkbox"/> | |
| 4. Middle middle class | <input type="checkbox"/> | 8. Don't know | <input type="checkbox"/> | |

Q16. To which class do you belong?

- | | | | | |
|------------------------|--------------------------|-----------------------|--------------------------|--------------------------|
| 1. Higher upper class | <input type="checkbox"/> | 5. Lower middle class | <input type="checkbox"/> | Q16 |
| 2. Lower upper class | <input type="checkbox"/> | 6. Upper lower class | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Upper middle class | <input type="checkbox"/> | 7. Lowest class | <input type="checkbox"/> | |
| 4. Middle middle class | <input type="checkbox"/> | 8. Don't know | <input type="checkbox"/> | |

Q17. In the future, which class do you think will you move in to?

- | | | | | |
|------------------------|--------------------------|-----------------------|--------------------------|--------------------------|
| 1. Higher upper class | <input type="checkbox"/> | 5. Lower middle class | <input type="checkbox"/> | Q17 |
| 2. Lower upper class | <input type="checkbox"/> | 6. Upper lower class | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Upper middle class | <input type="checkbox"/> | 7. Lowest class | <input type="checkbox"/> | |
| 4. Middle middle class | <input type="checkbox"/> | 8. Don't know | <input type="checkbox"/> | |

Q18. Please answer the following questions concerned with AIR POLLUTION of MManila.

(a) To what degree do vehicles on road pollute the environment? Please mark (✓) for every mode type.

	1	2	3	4	5
	very much	considerably	slightly	hardly	not at all
1. Private car	:	:	:	:	:
2. Taxi	:	:	:	:	:
3. Bus	:	:	:	:	:
4. Love bus	:	:	:	:	:
5. Jeepney	:	:	:	:	:
6. LRT	:	:	:	:	:
7. Van/Pick-up/ Truck	:	:	:	:	:
8. Tricycle	:	:	:	:	:
9. Motorcycle	:	:	:	:	:

Q6
(g)

[illegible]

(b) When do you feel the effects of air pollution?

Check as many as you want.

1. While waiting at the roadside for a vehicle ☐
2. While walking on the pavement ☐
3. While riding in a bus ☐
4. While riding in a jeepney ☐
5. While riding in a car ☐
6. While riding in a taxi ☐
7. While riding on the LRT ☐
8. While staying at home ☐
9. Others (Pls. specify) _____ ☐

(b)

□ □ □ □ □ □ □ □

(c) What do you want to do or have done about the problem of air pollution? Check as many as you want.

1. I will/have complained to _____ authority. ☐
2. I do not know what to do ☐
3. I do not think there are any complaints. ☐
4. I am not concerned/affected by the present pollution levels ☐
5. Others (Pls. specify) _____ ☐

(c)

Q19. Please answer the following questions concerned with NOISE POLLUTION of MManila.

(a) To what degree do vehicles on road pollute the environment? Please mark (✓) for every mode type.

- | | 1
Very
Much | 2
Considerately | 3
Slightly | 4
Hardly | 5
Not at all |
|---------------------|-------------------|--------------------|---------------|-------------|-----------------|
| 1. Private car | _____ | _____ | _____ | _____ | _____ |
| 2. Taxi | _____ | _____ | _____ | _____ | _____ |
| 3. Bus | _____ | _____ | _____ | _____ | _____ |
| 4. Love Bus | _____ | _____ | _____ | _____ | _____ |
| 5. Jeepney | _____ | _____ | _____ | _____ | _____ |
| 6. LRT | _____ | _____ | _____ | _____ | _____ |
| 7. Van/Pickup/Truck | _____ | _____ | _____ | _____ | _____ |
| 8. Tricycle | _____ | _____ | _____ | _____ | _____ |
| 9. Motorcycle | _____ | _____ | _____ | _____ | _____ |

Q19 (a)

(b) When do you feel the effects of noise pollution? Please check as many as you can.

1. While waiting at the roadside for a vehicle. ☐
2. While walking on the pavement. ☐
3. While riding in a bus. ☐
4. While riding in a jeepney. ☐
5. While riding in a car. ☐
6. While riding in a taxi. ☐
7. While riding on the LRT. ☐
8. While staying at home. ☐
9. Others (Pls. specify:) _____ ☐

(b)

(c) What do you want to do or have done about the problem of noise pollution? Check as many as you want.

1. I have/will complain to _____ authority. ☐
2. I do not know what to do. ☐
3. I do not think there are any complaints. ☐
4. I am not concerned/affected by the present pollution levels. ☐
5. Others (Pls. specify) _____ ☐

Q20. With the LRT in operation, were there any changes in total noise and gas emission along the LRT? Check one only.

1. Improved very much ☐
2. Improved a little ☐
3. Almost no change ☐
4. No change ☐
5. It became worse ☐

Q21. Do you know that there are plans to construct LRT Line No. 2 (connecting Recto with Cubao), passing through Magsaysay Blvd. and Aurora Blvd.?

1. YES ☐ 2. NO ☐

SQ1. What is your opinion about this? (Check one only)

1. Support this plan very much ☐
2. Support this plan ☐
3. I don't know ☐
4. Against this plan ☐
5. Strongly against this plan ☐

(c)

Q20

Q21

SQ1

MGA TANONG:

Q1. Mayroon ho ba kayong relo?

1. Oo ☐ 2. Wala ☐

SQ1. Kung oo, ipakita lang ho ang inyong relo sa kumakapanayam sa inyo upang tignan niya ang pagkakaiba ng oras nito sa sarili niyang relo.

1. mabagal ☐ _____ minuto

2. mabilis ☐

Uri ng relo:

1. "digital" ☐

2. "analog" ☐

3. "digital & analog" ☐

SQ2. Saan ho ninyo itinatama and inyong relo?
(Isa lang ang isagot)

1. sa radyo ☐

2. sa TV ☐

3. sa relo sa ibang lugar ☐

4. sa relo ng ibang tao ☐

5. telephone service ☐

6. hindi ninyo masyadong pansin ang pag-aayos ng inyong relo ☐

7. iba pa ☐

Q2. Hindi ho ba kayo mapakali kung hindi tama ang oras ng relo ninyo?

1. Oo, hindi mapakali ☐ 2. bale-wala ☐

SQ1. Kung oo, hindi kayo mapakali kung

1. mabagal ☐

2. mabilis ☐

3. pareho ☐

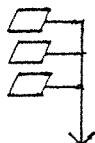
higit sa _____ minuto

Q3. Mayroon bang "bandy clock" o ano pa mang pamamaraan na ginagamit sa inyong pinagtatrabahuhan upang malaman kung anong oras pumapasok at umaalis ang mga nagtatrabaho doon?

1. mayroon ☐ 2. wala ☐

Q4. Parati ho ba kayong nasa oras sa pagpasok sa trabaho?

1. Oo
2. Huli paminsa-minsan
3. Parating nahuhuli



SQ1. Mga ilang minuto/oras kayo puwedeng mahuli sa trabaho nang walang "penalty"?

_____ oras _____ minuto

Q5. Ano ho ang oras ng inyong pagtatrabaho (Bilugan kung umaga o gabi)

Mula _____ ng umaga/gabi Hanggang _____ ng umaga/gabi

Q6. Sa anong okasyon o pagkakataon, sa palagay ninyo, na hindi kayo dapat nahuhuling dumating? (Mamili ng isa lamang sa mga sumusunod)

- | | | | |
|------------------------------|--------------------------|-----------------|--------------------------|
| 1. "business appointment" | <input type="checkbox"/> | 6. "date" | <input type="checkbox"/> |
| 2. pormal na pagtitipon | <input type="checkbox"/> | 7. salu-salong | <input type="checkbox"/> |
| 3. pakikipagkita sa kaibigan | <input type="checkbox"/> | 8. pang-pamilya | <input type="checkbox"/> |
| 4. pagtitipon na di pormal | <input type="checkbox"/> | 9. klase | <input type="checkbox"/> |
| 5. "appointment" sa duktor | <input type="checkbox"/> | 10. trabaho | <input type="checkbox"/> |
| | | 11. iba pa | <input type="checkbox"/> |

Q7. Alam ho ba ninyo ang LRT (Light Rail Transit)

1. Oo ☐
2. Hindi ☐

SQ1. Kung oo, nakasakay na ho ba kayo doon?

1. Oo ☐
2. Hindi ☐

Q8. Anong oras ho kayong nagigising sa umaga? _____ ng umaga
Anong oras ho kayong natutulog sa gabi? _____ ng gabi

Q9. Kadalasan, anong oras ho kayong umaalis ng bahay papunta sa inyong pinagtatrabahuhan?

_____ A.M. _____ P.M.

Q10. Ilang oras/minuto bago kayo makarating sa pinagtatrabahuhan ninyo?

_____ oras _____ minuto

Q11. Paano ho kayo nakakarating sa pinagtatrabahuhan ninyo?
(Ibigay ng sunud-sunod ang pamamaraan)

Halimbawa:

BAHAY	7	4	7	3	7	OPISINA
	(20)		(8)		(5)	

Mga Pamamaraan:

1. kotse
2. love bus/limited bus
3. bus
4. jeep
5. van/pick-up/trak
6. traysikel
7. naglalakad (ibigay kung ilang metro ang nilalakad)
8. LRT
9. motorsiklo
10. pedicab
11. iba pa _____

BAHAY

() () () () () ()

PINAGTATRABAHUHAN

Kung ang LRT ay kabilang sa sagot ninyo sa Q11, sagutin ang tanong **SQ1**. Kung hindi, sagutin and **SQ2**.

SQ1. Noong wala pang LRT, ano ang inyong sinasakyan?
(Pumili sa mga nakalista sa itaas mula
1 hanggang 11.) _____

SQ2. Malapit po ba sa LRT ang dinadaan o ruta ng inyong sinasakyan?

1. Oo ☐ 2. Hindi ☐

Q12. Lagi po ba kayong sumasakay sa LRT?

1. Oo ☐ 2. Hindi ☐

SQ1. Kung oo, gaano kadalas?

1. _____ biyahe/araw
2. _____ biyahe/linggo
3. _____ biyahe/buwan

SQ2. Kung oo, ano ang layunin ng inyong pagsakay (puwede kahit ilan ang sagot)

- | | |
|---------------------------|--------------------------|
| 1. pupunta sa trabaho | <input type="checkbox"/> |
| 2. pupunta sa eskuela | <input type="checkbox"/> |
| 3. "business" | |
| 4. paglilibang | <input type="checkbox"/> |
| 5. pupunta sa simbahan | <input type="checkbox"/> |
| 6. "shopping" | <input type="checkbox"/> |
| 7. iba pang dahilan _____ | <input type="checkbox"/> |

SQ3. Kung oo,

Sumasakay ako ng LRT dahil (puwede kahit ilan):

- | | |
|--|--------------------------|
| 1. ito ay malinis | <input type="checkbox"/> |
| 2. ito ay mabilis | <input type="checkbox"/> |
| 3. ito ay ligtas | <input type="checkbox"/> |
| 4. kumportable dito | <input type="checkbox"/> |
| 5. nasa oras ito | <input type="checkbox"/> |
| 6. OK ang pasahe | <input type="checkbox"/> |
| 7. nasa-uso ito | <input type="checkbox"/> |
| 8. walang "air pollution" dito | <input type="checkbox"/> |
| 9. hindi puwedeng kumain o
manigarilyo dito | <input type="checkbox"/> |
| 10. maganda ang tanawin
mula sa LRT | <input type="checkbox"/> |

SQ4. Kung hindi, bakit? (Puwede kahit ilan ang sagot)

- | | |
|--|--------------------------|
| 1. mahirap/abala pumunta sa
istasyon ng LRT | <input type="checkbox"/> |
| 2. mahal and pasahe | <input type="checkbox"/> |
| 3. mahirap umakyat at bumaba sa
hagdan ng istasyon | <input type="checkbox"/> |
| 4. masyadong mainit sa loob ng LRT | <input type="checkbox"/> |
| 5. mas mabuting gamitin ang sariling sasakyan | <input type="checkbox"/> |
| 6. mas mabuting sumakay sa jeep o bus | <input type="checkbox"/> |
| 7. wala sa direksyon ng pang-araw-araw
kong pinupuntahan ang ruta ng LRT | <input type="checkbox"/> |
| 8. masyadong maraming tao sa LRT | <input type="checkbox"/> |
| 9. maraming bawal gaya ng paninigarilyo
at pagkain | <input type="checkbox"/> |
| 10. laging walang maupuan | <input type="checkbox"/> |
| 11. hindi bumibyahe sa oras na dapat akong
umalis (madaling araw or hatinggabi) | <input type="checkbox"/> |
| 12. iba pang dahilan _____ | <input type="checkbox"/> |

Q13. Alin sa mga sumusunod na gawi o asal ang inyong sinasangayunan? (Puwede kahit ilan ang sagot)

1. Kapag puno na ang tren, maghihintay na lang ho ang mga tao na dumating ang susunod na tren. ☐
2. Pipila ho ang mga pasahero habang naghihintay. ☐
3. Kapag may "emergency," lalabas sa may bintana ang mga pasahero at lalakad na lang sila sa rilis. ☐
4. Itatapon na lang nila sa bintana ang mga basura nila. ☐
5. Iba pa _____ ☐

Q14. Ano ho sa palagay ninyo ang naging resulta ng LRT sa mga tao? (Pumili ng kahi ilan sa mga sumusunod)

1. Nadagdagan ang libreng oras nila dahil umikli ang oras ng kanilang biyahe ☐
2. Nasa oras na dumating ang mga tao ☐
3. Ang mga pasahero ng jeep ay nabawasan ☐
4. Ang mga pasahero ng bus ay nabawasan ☐
5. Naging malimit ang pag-alis ng mga tao ☐
6. Mas malayo ang pinupuntahan ng mga tao ☐
7. Mas ginagabi na ang mga tao dahil sa alam nila na makakasakay pa sila sa LRT ☐
8. Ipinagmamalaki ng mga tao ang LRT ☐
9. Ang halaga ng lupa malapit sa LRT ay nagbago ☐
10. Naging mabuti ang daloy ng sasakyan ☐
11. Lumala ang daloy ng sasakyan ☐
12. Ang kaayusan sa paligid ng LRT ay gumanda ☐
13. Ang kaayusan sa paligid ng LRT ay lumala (naging mapangit) ☐

SQ1. Ano ang naging resulta ng LRT sa inyong personal na buhay? _____

Q15 Anong klase ng tao, sa palagay ninyo, ang mas maraming sumasakay sa LRT ? (Isa lang ang sagot)

1. Pinakamayaman
2. Mayaman, pero hindi gaano
3. Nakakaangat ng kaunti
4. Katamtaman lamang
5. Mababa ng kaunti sa gitna
6. Mahirap
7. Pinakamahirap
8. Hindi Alam

Q16 Saan ho kayo nabibilang?

1. Pinakamayaman
2. Mayaman, pero hindi gaano
3. Nakakaangat ng kaunti
4. Katamtaman lamang
5. Mababa ng kaunti sa gitna
6. Mahirap
7. Pinakamahirap
8. Hindi Alam

Q17. Sa darating na panahon, sa inyong pakiwari, sa anong antas ng lipunan na ho kayo mapapabilang?

1. Pinakamayaman
2. Mayaman, pero hindi gaano
3. Nakakaangat ng kaunti
4. Katamtaman lamang
5. Mababa ng kaunti sa gitna
6. Mahirap
7. Pinakamahirap
8. Hindi Alam

Q18. Sagutin ang mga sumusunod na tanong na naaayon sa problemang "air pollution" sa Metro Manila.

- a) Lagyan ng nararapat na marka ang bawat sasakyang pang-lansangang nakalista sa ibaba ayon sa tindi ng epekto nito sa pagpapalaganap ng "air pollution".

	Malaking- malaki ang bahagi nito sa pagla- ganap ng "air pollution"	Malaki ang bahagi nito sa paglaganap ng "air pollution"	Hindi gaano ang bahagi nito sa paglaganap ng "air pollution"	Halos walang bahagi ito sa paglaganap ng "air pollution"	Wala itong kinalaman sa paglaganap ng "air pollution"
1. kotse	:	:	:	:	:
2. taksi	:	:	:	:	:
3. bus	:	:	:	:	:
4. Love Bus	:	:	:	:	:
5. jeepney	:	:	:	:	:
6. LRT	:	:	:	:	:
7. van/pick-up/ truck	:	:	:	:	:
8. tricycle	:	:	:	:	:
9. motorcycle	:	:	:	:	:

- b) Kailan ninyo nararamdaman ang epekto ng "air pollution" (Kahit ilan ang sagot)

- | | |
|-----------------------------------|--------------------------|
| 1. Habang naghihintay ng sasakyan | <input type="checkbox"/> |
| 2. Habang naglalakad | <input type="checkbox"/> |
| 3. Habang nakasakay sa bus | <input type="checkbox"/> |
| 4. Habang nakasakay sa jeepney | <input type="checkbox"/> |
| 5. Habang nakasakay sa taksi | <input type="checkbox"/> |
| 6. Habang nakasakay sa LRT | <input type="checkbox"/> |
| 7. Habang nasaloob ng bahay | <input type="checkbox"/> |
| 8. Iba pang sagot _____ | <input type="checkbox"/> |

- c) Ano ang inyong ginawa o gagawin tungkol sa problema ng "air pollution"?

- | | |
|--|--------------------------|
| 1. Nag/mag-rereklamo ako sa _____ | <input type="checkbox"/> |
| 2. Hindi ko alam ang gagawin tungkol dito | <input type="checkbox"/> |
| 3. Wala akong reklamo tungkol dito | <input type="checkbox"/> |
| 4. Hindi ko pansin o hindi ako apektado nito | <input type="checkbox"/> |
| 5. Iba pa _____ | <input type="checkbox"/> |

Q19. Sagutin ang mga sumusunod na tanong uko sa problemang "noise pollution" sa Metro Manila.

a) Lagyan ng nararapat na marka ang bawat sasakyang panglansangang nakalista sa ibaba ayon sa tindi ng epekto nito sa pagpapalaganap ng "noise pollution".

	Malaking- malaki ang bahagi nito sa paglaganap ng "noise pollution"	Malaki ang bahagi nito sa paglaganap ng "noise pollution"	Hindi gaano ang bahagi nito sa paglaganap ng "noise pollution"	Halos walang bahagi ito sa paglaganap ng "noise pollution"	Wala itong kinalaman sa paglaganap ng "noise pollution"
1. kotse	:	:	:	:	:
2. taksi	:	:	:	:	:
3. bus	:	:	:	:	:
4. Love Bus	:	:	:	:	:
5. jeepney	:	:	:	:	:
6. LRT	:	:	:	:	:
7. van/pick-up/ truck	:	:	:	:	:
8. tricycle	:	:	:	:	:
9. motorcycle	:	:	:	:	:

b) Kailan ninyo nararamdaman ang epekto ng "noise pollution" (Kahit ilan ang sagot)

- | | |
|-----------------------------------|--------------------------|
| 1. Habang naghihintay ng sasakyan | <input type="checkbox"/> |
| 2. Habang naglalakad | <input type="checkbox"/> |
| 3. Habang nakasakay sa bus | <input type="checkbox"/> |
| 4. Habang nakasakay sa jeepney | <input type="checkbox"/> |
| 5. Habang nakasakay sa taksi | <input type="checkbox"/> |
| 6. Habang nakasakay sa LRT | <input type="checkbox"/> |
| 7. Habang nasaloob ng bahay | <input type="checkbox"/> |
| 8. Iba pang sagot _____ | <input type="checkbox"/> |

c) Ano ang inyong ginawa o gagawin tungkol sa problema ng "noise pollution"?

1. Mag/mag-rereklamo ako sa _____ ☐
2. Hindi ko alam ang gagawin tungkol dito ☐
3. Wala akong reklamo tungkol dito ☐
4. Hindi ko pansin o hindi ako apektado nito ☐
5. Iba pa _____ ☐

Q20. Dahil sa LRT, mayroon bang pagbabago, sa kabuuan, sa "noise at air pollution"? (Isang sagot lamang)

1. Malaking pagbabago tungo sa kabutihan ☐
2. Kaunti lang ang pagbabago tungo sa kabutihan ☐
3. Halos walang pagbabago ☐
4. Lalong lumala ☐

Q21. Alam po ba ninyo na mayroong binabalak na LRT Line No. 2 (Recto — Cubao, dadaan sa R. Magsaysay/Aurora Blvd.)?

1. Oo ☐ 2. Hindi ☐

SQ1. Ano ang inyong palagay ukol dito? (Isa lang ang sagot)

1. Matinding pagsang-ayon ang gagawin ko sa balak na ito ☐
2. Sasangayunan ko ang balak na ito ☐
3. Wala akong masusabi ukol dito ☐
4. Hindi ako sang-ayon sa balak na ito ☐
5. Matindi ang aking pagtutol dito ☐

PART III SDT TEST PO TEST AND MAP TESTSDT Test Instructions

This test consists of a number of questions about several modes of transport in Manila, both present and future.

You are asked to place every mode of transport at some position in each scale. There are 3 scales, each consisting of bipolar words as strong-weak, pleasant-unpleasant, soft-hard.

For example, if the mode of transport being judged is "Love Bus" and you feel that "Love Bus" may be extremely soft on the soft-hard scaled, please mark / between the colons as shown in the example below. Spend just enough time on each question to come to your best answer and move on to the next question. Please mark / on every scale.

Example

If you feel that "Love Bus" may be:

Love Bus

Extremely soft, mark / as	soft : / : : : : : hard
Relatively soft, mark / as	soft : : / : : : : : hard
Equally nice & hard, mark / as	soft : : : / : : : : : hard
Relatively hard, mark / as	soft : : : : / : : : : hard
Extremely hard, mark / as	soft : : : : : / : : : hard

P-0 Test Instructions

What do you think are the LRT passenger on the staircase and the jeepney driver saying to each other? You may write in English or Tagalog in the space provided.

MAP TEST Instructions

Please answer the questions regarding the map.

THIS PORTION IS
FOR OFFICE USE
ONLY

IATSS LRT Zone No. Traffic Zone No. (202) Household /HH Member No. No. H.H. Members' Sheets

Supervisors' Check

	Date	Name
For Interviewers		
For Editors		
For Coders		
For Encoders		

SDT TEST

JEEPNEY

	extremely	relatively	equally	relatively	extremely	
strong	:	:	:	:	:	weak
pleasant	:	:	:	:	:	unpleasant
soft	:	:	:	:	:	hard

LRT

	extremely	relatively	equally	relatively	extremely	
strong	:	:	:	:	:	weak
pleasant	:	:	:	:	:	unpleasant
soft	:	:	:	:	:	hard

On Foot

	extremely	relatively	equally	relatively	extremely	
strong	:	:	:	:	:	weak
pleasant	:	:	:	:	:	unpleasant
soft	:	:	:	:	:	hard

CAR

	extremely	relatively	equally	relatively	extremely	
strong	:	:	:	:	:	weak
pleasant	:	:	:	:	:	unpleasant
soft	:	:	:	:	:	hard

BUS

	extremely	relatively	equally	relatively	extremely	
strong	:	:	:	:	:	weak
pleasant	:	:	:	:	:	unpleasant
soft	:	:	:	:	:	hard

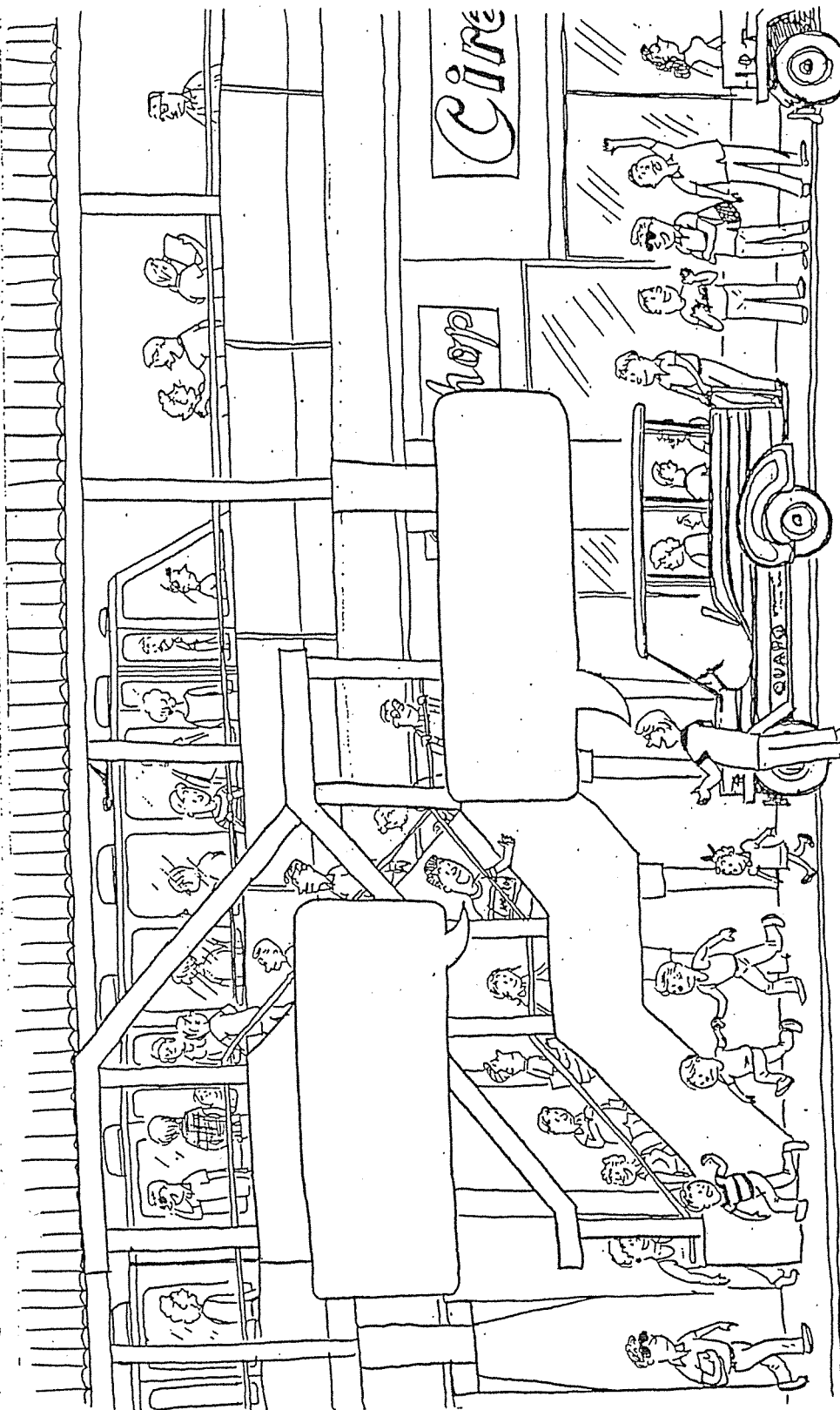
LOVE BUS

	extremely	relatively	equally	relatively	extremely	
strong	:	:	:	:	:	weak
pleasant	:	:	:	:	:	unpleasant
soft	:	:	:	:	:	hard

PEDI CAB

	extremely	relatively	equally	relatively	extremely	
strong	:	:	:	:	:	weak
pleasant	:	:	:	:	:	unpleasant
soft	:	:	:	:	:	hard

P - 0 TEST



Translation:

PASSENGER

DRIVER

Appendix 2
INTERVIEWER'S MANUAL

SURVEY MANUAL

1. SUPERVISORS

1.1 Duties and Responsibilities

- 1) Prepare all the materials for the interviewers.

See to it that the following materials are distributed before the interviewers are assigned on field work:

- Interviewer's Manual
- Home Interview Questionnaires
- Sampling Map
- Supporting Letters
- Plastic Envelopes
- Pencils/ballpens
- Identification Cards

The above materials may be obtained from the Interview Staff Assistant.

- 2) Upon receiving the accomplished forms from the interviewers, the Supervisor should check the following:
 - a) All forms have been duly accomplished with all necessary entries; and
 - b) The number of answered sheets from each household.
- 3) Accomplished forms in the assigned zone area should be submitted to the Edit/Code Staff Assistant in an envelope duly signed and labeled. A transmittal slip to this effect must be implemented.
- 4) Coordinate with the Interview Staff Assistant regarding the progress of the interview in the assigned zone areas. Submit also a listing of households interviewed.
- 5) Prepare a record of attendance of all interviewers, including their overtime and other disbursements and submit this to the Interview Staff Assistant.
- 6) Problems pertaining to the interview should be consulted with the Interview Staff Assistant.

1.2 Weekly Activities

- 1) Distribution of interview forms and materials.
 - every Tuesday and every Friday
- 2) Collection of completed interview forms and materials.
 - every Tuesday and every Friday
- 3) Submission of Weekly Progress Report.
 - every Monday and every Wednesday

- 4) Submission of attendance, overtime and disbursement reports.
- every Friday

2. INTERVIEWERS

2.1 How to Locate the Sample Households

Each interviewer will be assigned to cover two IATSS LRT zones (each zone consisting of 50 household points). The interviewer will then choose any point/s from his/her copy of the sampling zone map and interview the households nearest that point.

2.2 How to Conduct an Interview

1) General

It is essential that you are polite at all times. Introduce yourself politely: "Good morning. I am (give your name), from ... We are conducting a Behavioural Impact Study on the LRT." Show your ID card and introduction letter.

Proceed with the interview. Do not waste time.

If an interviewee refuses to answer any/some items in the questionnaire, explain that the information is strictly confidential, that it will not be available to any person except to certain members of the study team for planning purposes. However, never antagonize or force him to answer. If still the interviewee refuses, try the household next door.

2) Guidelines

- a) Nos. 1 to 3 of Part I-A (General Information) may be answered by any one of the family members if the household head* is not available.
- b) Obtain information on each working HH member. Make a checklist of the occupations of all these members by writing on the space provided on page 4 of Part I-A (lower portion). If some members are not at home when you visit, make an appointment or leave a message that you will be back at a certain time to conduct the interview.

* The household head is the father, mother, or the household member responsible for the economic well-being of the household.

For Example:

Occupation of HH Member	Status of Interview		
	OK	Pending	
		Reason	Appointment
1. Professor (College)			
2. Accountant		out	11/24/88 6 PM
3. Bank Teller		out	11/29/83 6 PM
4. Helper			
5. Helper			

If all members have been interviewed, then update the checklist, as follows:

Occupation of HH Member	Status of Interview		
	OK	Pending	
		Reason	Appointment
1. Professor (College)			
2. Accountant		out	11/24/88 6 PM
3. Bank Teller		out	11/29/83 6 PM
4. Helper			
5. Helper			

- c) Household samples will be valid only if the forms of all working members are complete. Therefore, if you still fail to interview or have difficulties interviewing a member(s) even after two call-backs at different days, then try another household nearby or consult your supervisor.

2.3 Checking the Day's Work

After completing each day's work, check if entries in the form are correct and consistent with others entries.

Examples: Part I-A

Monthly HH Income (Item 3) = Total of all Individual Monthly Incomes (Item 8)

Part I-B

Name of Interviewee (Item 1) → Sex (Item 3)

Note down any comments or remarks in the lower portion of page 4, Part I-B. Forms with mistakes or which lack information will be returned for re-interview.

2.4 Weekly Activities

- 1) Distribution of interview forms and materials
- every Tuesday and every Friday
- 2) Survey Schedule
- Tuesday to Friday - 3:00 p.m. - 9:00 p.m.
- Saturday and Sunday - 8:00 a.m. - 1:00 p.m.
- 3) Submission of materials, weekly progress forms, and attendance reports
- every Tuesday and Friday
- 4) Payroll (salary)
- every Tuesday

2.5 How to Fill out the Questionnaires

Part I - General Information

Part I-A: Items 1 to 3 must be completed by the head of the household, while Part I-B: Items 1 to 9, by each working household member.

Part I-A

- 1) Address of Household (Residence)
Enter the complete home address of the household.
- 2) How many reside in your household?
Enter the number of family members by sex under seven years old, seven years old and above (working and non-working); also enter the number of household helpers (live-in and not live-in). Helpers include drivers, gardeners and the like; those not live-in need not be interviewed.

- 3) What is the total monthly household income?
Check the block of the corresponding monthly household income. This means the total amount of all members' income per month. An average figure should be used if it varies greatly during the year.

Part I-B

- 1) Name
Enter the complete name of the interviewee.
- 2) Age
Enter the age of the interviewee on the survey day.
- 3) Sex
Check the appropriate box.
- 4) Educational Attainment
Write down the highest education attained. See Table 1.

Example: 3rd year college

Highest education attained High-school graduate.

- 5) Occupation
Write down the occupation of the interviewee. The detailed classification of occupations is given in Table 2. If the interviewee has more than one occupation, for example, she is a typist during daytime and a singer during nighttime, write them all down but give priority to the occupation with the higher income.

Example: 1. Typist (clerical worker)
2. Singer (service)

Line/Type of Business

Write the corresponding line/type of business of the interviewee. The detailed classification on this is given under Employment Sector (Table 3).

Type of Employment

Note down whether employment is permanent, contractual, or freelance.

Also check whether the interviewee works on his own or together with the family, for another person or for the government/private firm or organization.

- 6) Office Address
Enter the complete office address of the interviewee. See Table 4.
- 7) Work Address or Coverage of Working Area
Fill-out only if the office address is different from the work address or work area. See Table 5.

- 8) Individual Monthly Income.
Check the block of the corresponding member's total monthly income.
- 9) How many vehicles are available to the interviewee?
Enter the number of vehicles available by type.

Part II

This must be completed by every working member of the household.

Make sure that all questions are answered. Subquestions should be answered only when applicable.

- 1) Q1: Don't forget to take down the number of minutes the interviewee's watch is delayed or ahead.
- 2) Q2: Same as above.
- 3) Q3: An official time recorder could be a bundy clock, a log book or the like.
- 4) Q4: Penalty means salary deduction, written reprimand, suspension, etc.
- 5) Q11: If the answer includes LRT, go to SQ1. Interpret "mode of transport for that section" this way:

If previously,

Home

 —

Bus

 —

Foot

 —

Work Place

(7)

Now,

Home

 —

LRT

 —

Foot

 —

Work Place

(7)

The answer to SQ1 is 3. (Bus)

For SQ2, commuting route means the route usually taken by the interviewee's major mode of transport.

Table 1

No.	Educational Attainment
1	Elementary Graduate (non-high-school graduate included)
2	High-school Graduate (non-college graduate included)
3	Vocational College or School Graduate (2-yr course)
4	College or University Graduate (4 to 5 years course)
5	Post Graduate
6	Others (lower than elementary graduate)

Table 2.
Employment Sector (Line/Type of Business)

1. Service Industry
 - Business Services
 - Recreational Services
 - Personal Services
2. School
 - School (Elementary School and High-school Teachers and Related Workers)
3. University
 - College, University and Vocational School Professors and Related Workers
4. Government
 - Government Services
5. Agricultural and Mining
 - Agricultural Production and Services
 - Hunting, Trapping, and Game Propagation
 - Forestry and Logging
 - Fishing
 - Mining and Quarrying
6. Manufacturing
 - Food Manufacture
 - Beverages
 - Tobacco
 - Textiles
 - Footwear, Other Wearing Apparel and Make-up Textile Goods
 - Wood and Cork Products, Except Furniture
 - Paper and Paper Products
 - Printing, Publishing, and Allied Industries
 - Leather and Leather Products, except Footwear and Other Wearing Apparel
 - Rubber and Chemical Products
 - Products of Petroleum and Coal Non-Metallic Mineral Products of Petroleum and Coal
 - Basic Metal Industries
 - Machinery, Except Transport Machinery and Equipment and Electrical Machinery
 - Electrical Machinery, Apparatus, Appliances and Supplies
 - Transport Equipment
 - Others

Cont. Table 2

7. Public Utility Company
 - Electricity, Gas and Steam
 - Waterworks and Supply
 - Sanitary and Similar Services
8. Construction
 - Construction by General Contractors
 - Construction by Special Trade Contractors
9. Transport, Communications, and Storage
 - Transport
 - Communication
 - Storage and Warehousing
10. Home-based
 - Employment in a residence (helpers, drivers, etc. - live-in)
11. Commerce
 - Wholesale Trade
 - Retail Trade
 - Banks Estate
12. Others
 - Activities not adequately classified.

Table 3
Occupation

	1 SERVICE WORKERS	2 ADMINISTRATIVE	3 SALES WORKER	4 CLERICAL WORKER	5 FACTORY WORKERS AND CRAFTSMEN	6 TRANSPORT AND COMMUNICATIONS	7 PROFESSIONAL WORKERS	8 OTHERS
MODERN 1	1. waiters, bartenders, NEC 2. building caretakers, cleaners NEC 3. barbers, hairdressers, beauticians, NEC 4. launderers, dry cleaners, and pressers 5. photographers and related cameral operators 6. embalmers and undertakers services 7. sports-related 8. butcher 9. firefighters, policemen, guards, NEC 10. restaurant workers, proprietors 11. workers from the entertainment industry (actors, singers, etc.)	1. company directors, managers, and working proprietors 2. government officials	1. working proprietors, wholesale and retail trade workers 2. insurance and real estate salesmen, securities and services and autioneers 3. travelling salesmen and manufacturers' agents 4. salesmen and NEC 5. buyer of gold, silver, and old coins 6. sari-sari store owner	1. bookkeepers, accounting clerks and cashiers 2. stenographers and typists 3. office machine operators 4. clerical workers 5. messengers	1. precision instrument mechanics, watch repairers, NEC 2. toolmakers, machinists, plumbers, welders, platers, NEC 3. electricians and related electrical and electronics workers 4. compositors, pressmen, engravers, bookbinders, NEC 5. chemical & related process workers 6. tobacco preparers & product makers 7. packers, labellers 8. stationary engine & excavating and lifting equipment operators, NEC 9. stevedore & related freight handlers 10. furnacemen, rollers, drawers molders, related metal making and treating workers	1. deck officers, engineers, officers, pilots of ship 2. deck and engine room ratings, ship & barge crew and boatmen 3. aircraft pilots, flight engineers 4. drivers, firement, brake-men - railway 5. conductors - rail transport 6. inspectors, supervisors, traffic controllers and dispatchers 7. telephone, telegraph, NEC 8. mail carriers 9. navigators	1. architects, engineers and supervisors 2. chemists, pharmacists, natural and agricultural scientists 3. professors and teachers 4. accountants, social scientists, NEC 5. draftsmen, technicians and semi-prof. workers 6. computer programmers, analysts, NEC 7. physicians, surgeons and dentists 8. nurses, midwives and prof. medical workers 9. lawyers and jurists 10. clergymen, charitable and	1. members of the Armed Forces (Navy, Army, Air Force)
Traditional 2	1. housekeepers, cooks, maids, NEC 2. fortune teller/palm reader				1. spinners, weavers, knitters, dyers, NEC 2. tailors, sewers, embroiders, NEC 3. footwear makers and leather workers 4. carpenters, cabinet makers 5. painters 6. bricklayers, masons, and other construction workers 7. potters, kilnmen, glass and clay makers, NEC 8. millers, brewers, bakers and related food and beverage workers 9. craftsmen	1. conductors - road transport		1. farmers, fishermen, hunters
Peculiar to Philippines and other Asian countries 3	1. herbal doctors (arbularyo) 2. Metro Aide		1. vendors 2. native products seller and peddler		1. batik weaver 2. barong tagalog maker 3. capiz shell maker	1. tricycle, jeepney drivers 2. jeepney dispatchers		

Table 4
Zone Numbers Outside Metro Manila

Zone No.	Area
203, 204 205 206 207, 208 209 210, 211	Bulacan Norzagaray/San Jose del Monte San Mateo/Montalban Rizal Binan/San Pedro Bacoor/Imus/Cavite

Table 5
Cities and Municipalities of Metro Manila

No.	City/Municipality
1	Manila
2	Pasay City
3	Makati
4	Mandaluyong
5	San Juan
6	Quezon City
7	Caloocan City
8	Valenzuela
9	Malabon
10	Navotas
11	Marikina
12	Pasig
13	Pateros
14	Taguig
15	Paranaque
16	Muntinlupa
17	Las Pinas
18	Reclamation
19	All over Metro Manila
20	Outside Metro Manila
21	In and Out of Metro Manila

Appendix 3
Editor/Coder's Manual

1. EDITOR/CODER STAFF ASSISTANT/SUPERVISOR

1.1 Objective

To come up with uniform and systematic working procedures for editors and coders.

1.2 Duties and Responsibilities

- 1) Transmittal of documents to and from sections should be all covered by a duly filled slip to ensure:
 - a. Control of documents flow
 - b. Avoidance of loss of documents
 - c. Easy tracing of misplaced documents
 - d. A concrete basis for daily accomplishment reports.
- 2) Assignments of forms to individual coders for coding should be done, as much as possible, by batches.
- 3) Control, guide and educate coders with regard to the proper coding scheme of the survey. In writing code numbers, neatness and legibility are very important.
- 4) Tackle minor problems.
- 5) Clarify all doubtful entries in the questionnaires.
- 6) Handle, file and store submitted forms systematically.
- 7) Note down encountered problems and recommended solutions.

1.3 Weekly Activities

1. Prepare a daily accomplishment report on the previous day's work.
2. Ensure that all overtimes are duly authorized by the Coordinator for job monitoring purposes.

2. EDITORS

2.1 General

Upon receipt of interview forms from the Supervisor, the editor checks the following:

- 1) Items concerning control of data.
 - a) Zone Code Number (IATSS and 202 Zone)
 - b) Household Number/Working Household Member Number
 - c) Number of sets of Household Members' Sheets

- 2) Items concerning General Information (Part I)
- 3) Items concerning Specific Information (Part II)
- 4) Items concerning SDT and P-O (Part III)

2.2 Editing Procedures

Items to be checked and suggested measures are enumerated as follows:

- 1) Items Concerning Control of the Data: (on page 1 of the questionnaire)

ITEMS	CHECK	MEASURES TO BE TAKEN
1. Zone Code No.	1) No entry of IATSS Zone Number	1) Refer to Sampling Map or consult Interview Supervisor. Enter code number.
	2) No entry of 202 Zone No.	2) - do -
	3) No Household/HH member numbers entered.	3) - do -
	4) Number of sets of H.H. Members' Sheets not entered.	4) Check the number of sets of Parts I-A & II and enter proper code.

2. Items Concerning General Information (Part I)

ITEMS	CHECK	MEASURES TO BE TAKEN
<u>Household Information:</u>		
1. Home Address	No entry	Consult Interview Supervisor
2. Number of Residents in H.H.	1) No entry	1) Consult I. Supervisor
	2) Discrepancy in the no. of working members listed in Item 2, of Part I-A in the check list (page 4) and no. of completed forms.	2) Give priority to the no. of people listed in Item 2 and check with I. Supervisor.

ITEMS	CHECK	MEASURES TO BE TAKEN
3. Monthly H.H. Income	1) No entry 2) Discrepancy of H.H. monthly income and sum total of all individual incomes from Item 8.	1) Refer to Item 8 of each working member's form for that H.H. and derive total income. 2) Give priority to sum total of all incomes from Item 8.
<u>Working H.H. Members Information</u>		
1. Name	1) No entry	1) Consult I. Supervisor Make proper entry.
2. Age	2) 6 yrs. old and below.	2) Reject member's form
3. Sex	No entry	Usually this can be based on the name given (Item 1). Otherwise, consult I. Supervisor.
4. Educational Attainment	No entry	Column entry should be "unknown" or "not given"
5. Occupation/ Line or Type of Business/Type of Employment/ Employer	No entry	Consult I. Supervisor
6. Office Address	No entry	Accepted if work address (Item 7) is given. Or check if interviewee's work is home-based; then office is the same as home address; enter proper code.
7. Work Address	No entry	Accepted if office address is given. If not, check with I. Supervisor.

ITEMS	CHECK	MEASURES TO BE TAKEN
8. Individual Monthly Income	1) No entry	1) May be derived from Item 3 of Part 1-A and sum of Item 8 of other members' forms, if available. If not consult I. Supervisor.
	2) Entry	2) Compare with total H.H. income. If it exceeds this, consult Interview Supervisor.
9. Number of Vehicles Available for personal use.	1) No entry	1) Accepted. No need to code.
	2) Entry	2) If a bicycle, car, or motorcycle is included, either one or all subsequent questions should be answered. If not, consult I. Supervisor.

3) Items Concerning Specific Information (Part II)

a. All questions must have replies, unless not applicable; interviewee's answer may also be assumed to be "don't know" or "none".

- Q3: No reply - check interviewee's occupation; accepted if occupation is home-based
- Q4: No reply - accepted
- Q9: No reply - accepted
- Q11: No reply - accepted

b. Subquestions must have replies only when applicable.

- Q1: SQ1 and SQ2 must be filled only if answer to Q1 is No. 1
- Q2: SQ1 must be filled only if answer to Q2 is "YES"
- Q7: SQ1 must be filled only if answer to Q7 is "YES"
- Q11: SQ1 must be filled only if answer to Q11 includes the LRT, if not, SQ2 must be filled; if answer is "YES" answer the succeeding question.
- Q12: SQ1, SQ2, SQ3 must be filled only if answer to Q12 is "YES"; if "NO", answer SQ4 only. SQ4 must be filled only if answer to Q12 is "NO"
- Q14: SQ1 must be filled

c. Except for succeeding question to SQ2 of Q11, SQ2,3,4 of Q12, Q13, Q14, Q18, Q19, all other questions must have only one specific answer.

4) Items Concerning SDT and P-0 Tests (Part III)

- a. SDT Test : incomplete or no checks - return to interviewer.
- b. P-0 Test : comments written in Tagalog - translate to English and write in space provided.

These checks should be done per household. Editors should make their correction using blue ballpen. After the check on all members of one household has been completed, the editor puts the interview forms into the household envelope, puts a check mark on the envelope, and gives it to the supervisor.

Checking must be done carefully. All problems with forms should be referred to the supervisor.

3. CODERS

3.1 Objective

The purpose of coding is to translate the data collected by the interviewers into certain combination of numbers, known as codes, which will then be encoded in the micro computer (IBM PC) and compatibles.

3.2 General

- For easy coding operations, the interview form is designed so that several of the entries made by the interviewers are self-coding, such as answers to inquiries about monthly incomes. Where answers to inquiries are in the form of addresses or other written statements, it is necessary to determine appropriate code numbers.
- Complete and accurate information for analysis can be obtained only from forms filled out correctly and only if the computer data were input carefully. Proper code numbers for each item must be carefully selected. In writing code numbers, neatness & legibility are very important. Poorly formed or indistinct numerals are easily misinterpreted by the encoder, resulting in errors, and inefficient work.

3.3 Coding Procedures and Instructions

1) Coding is divided into the following three steps:

Step 1. Coding. Addresses and other written statements will be coded. Code numbers should be written on the interview form.

Step 2. Transcription. Code numbers should be transcribed in the proper columns, in "office use portion", of the interview forms.

Step 3. Check of Transcription. Errors in transcription should be checked.

2) General Instructions

- a. For coding, use a pencil to fill out coding columns.
- b. A one time check will be done for coded forms. Use a red ballpen for data amendment during the course of checking. Priority is given to the amendments.
- c. Code numbers should be written neatly and legibly on the interview form.
- d. Code numbers of educational attainment, occupation/type of business, work address, etc. should be obtained from their respective references; office address from the zone code map. The coders must take utmost care to select correct code numbers.
- e. In marking code boxes, put zero (0) before the code number to fill out all boxes.

(3)

Example: Total H.H. Income "1. 25 26

Below P500" : 0 : 1 :
- f. Whenever the coder finds questionable items or mistakes in the data of the interview form, he should consult the supervisor.

3) Detailed Instructions

a. Zone Coding

When there is no entry for IATSS and 202 Zone codes, household/HH member codes, consult the supervisor.

Part I-A, (1) home address and Part I-B (9) office address should be coded using the zone code map.

b. Part I

Household Information (Part I-A)

Item 2: No. of Residents in H.H.

- Code from left-side to right-side
- When all columns have no entry, consult supervisor.
- When only some columns have entries, there is no need to code the blank columns.

Item 3: Monthly H.H. Income

- Entry itself is the code number; use code 1, 2, ... 15.

Working H.H. Members' Information (Part I-B)

Item 2: Age

- Entry itself is the code number
- When no entry, consult I. Supervisor

Item 3: Sex

- Entry itself is the code number
- Enter code 1 (for male), 2 (for female),

Item 4: Educational Attainment

Use codes 1, 2, ...6. See Table 1.

Item 5: Occupation

- Refer to Occupation List (Table 3).
- Use code 11-18, 21-28, 31-38.

Line/Type of Business

- Refer to Employment Sector List (Table 2)
- Use codes 1, 2, ...12

Type of Employment

- Enter code 1 (for permanent), 2 (for contractual or 3 (for freelance).

SQ1: Employer

- Entry itself is the code number
- Enter code 1, 2, ...5.

Item 6: Office Address

In the case of an entry, locate the address on the zone code map and enter corresponding code no. See Table 5.

Item 7: Work Address

In the case of an entry, enter proper code 1, 2, ...21. See Table 4.

Item 8: Individual Monthly Income

- Entry itself is the code number. Use code 1, 2, ...13

Item 9: How many vehicles available to the HH member

- Number of units available itself is the code number.
- When there is no entry, there is no need to code.

c. Part II

- For Q1 (SQ1 and SQ2), Q2, Q3, Q4, Q6, Q7 (SQ1), Q11(SQ1, SQ2), Q8, Q12 (SQ1-SQ4), Q13-Q17, Q18-19 (a to c), Q20-21, entries themselves are the code numbers.
- Convert to military time answers to Q5, Q8, Q9 and Q12.
- If answer to SQ1 of Q4, Q10, 1 hour or greater, convert hours to minutes by multiplying by 60; enter proper code.
- For SQ1 of Q11 (travel mode), use codes of Q11 (1, 2, ...11)

Appendix 4
DATABASE STRUCTURE FOR ENCODING

PART I GENERAL INFORMATION

Structure for database: part1.dbf

Field	Field Name	Type	Width	Description	Specified Code
1	HH_ADD	Numeric	5	IATSS-LRT Zone No. (11-13; 21-23; 31-33, 41,43) & 202 zone no. (1-202)	11-13; 21-23;31-33 41-43; 1-202
2	HH_NO	Numeric	2	HOUSEHOLD NO.	1-50
3	HHM_NO	Numeric	1	TOTAL HOUSEHOLD WORKING MEMBER NO.	1-9
4	DURATION	Numeric	1	ADDRESS SAME AS FIVE YEARS AGO	1,2
5	MALE_LESS7	Numeric	1	NO.HH MALE - UNDER 7	
6	FMALE_LESS7	Numeric	1	NO.HH FEMALE - UNDER 7	
7	TOT_LESS7	Numeric	1	NO. OF HH TOTAL - UNDER 7	
8	MALE7_ABNW	Numeric	1	NO. OF HH MALE - 7 ABOVE - WORKING	
9	FMALE7_AWK	Numeric	1	NO. OF HH FEMALE - 7 ABOVE - WORKING	
10	TOT_7ABWK	Numeric	1	NO. OF HH TOTAL - 7 ABOVE - WORKING	
11	MALE_7ABNW	Numeric	1	NO. OF HH MALE - 7 ABOVE - NON-WORKING	
12	FMLE_7ABNW	Numeric	1	NO. OF HH FEMALE - 7 ABOVE - NON-WORKING	
13	TOT_7ABNW	Numeric	1	NO. OF HH TOTAL - 7 ABOVE - NON-WORKING	
14	MLE_HLP_IN	Numeric	1	NO. OF HH MALE HELPER - LIVE-IN	
15	FML_HLP_IN	Numeric	1	NO. OF HH FEMALE HELPER - LIVE-IN	
16	TOT_HLP_IN	Numeric	1	NO. OF HH TOTAL HELPER - LIVE-IN	
17	MLE_HLP_OT	Numeric	1	NO. OF HH MALE HELPER - NOT LIVE-IN	
18	FML_HLP_OT	Numeric	1	NO. OF HH FEMALE HELPER - NOT LIVE-IN	
19	TOT_HLP_OT	Numeric	1	NO. OF HH TOTAL HELPER -NOT LIVE-IN	
20	HH_INCOME	Numeric	2	HH INCOME LEVEL	

PART I-B (HOUSEHOLD MEMBER) ITEMS 1-9

Structure for database: part11.dbf

Field	Field Name	Type	Width	Description	Specified Code
1	HH_ADD	Numeric	5	HOME ADDRESS	1-202
2	HH_NO	Numeric	2	HOUSEHOLD NO.	1-50
3	HHM_NO	Numeric	1	HOUSEHOLD WORKING MEMBER NO.	1-10
4	AGE	Numeric	2	AGE	GREATER THAN 7
5	SEX	Numeric	1	SEX	(1,2)
6	EDUC_ATTMT	Numeric	1	EDUCATIONAL ATTAINMENT	(1-6)
7	OCCUPATN1	Numeric	2	OCCUPATION 1	11-18; 21-28; 31-38
8	LINE_TYPE1	Numeric	2	LINE/TYPE OF BUSINESS 1	1-12
9	TYPE_EMP1	Numeric	1	TYPE OF EMPLOYMENT 1	1-3
10	EMPLOYER1	Numeric	1	EMPLOYER 1	1-5
11	OCCUPATN2	Numeric	2	OCCUPATION 2	11-18; 21-28; 31-38
12	LINE_TYPE2	Numeric	2	LINE/TYPE OF BUSINESS	1-12
13	TYPE_EMP2	Numeric	1	TYPE OF EMPLOYMENT 2	1-3
14	EMPLOYER2	Numeric	1	EMPLOYER 2	1-5
15	OCCUPATN3	Numeric	2	OCCUPATION 3	11-18; 21-28; 31-38
16	LINE_TYPE3	Numeric	2	LINE/TYPE OF BUSINESS 3	1-12
17	TYPE_EMP3	Numeric	1	TYPE OF EMPLOYMENT 3	1-3
18	EMPLOYER3	Numeric	1	EMPLOYER 3	1-5
19	OCCU1_ADD	Numeric	3	OFFICE ADDRESS 1	1-211 (202 ZONE NO.)
20	DURATION1	Numeric	1	SAME AS 5 YEARS AGO	1.2
21	OCCU2_ADD	Numeric	3	OFFICE ADDRESS 2	1-211 (202 ZONE NO.)
22	DURATION2	Numeric	1	SAME AS 5 YEARS AGO	1.2
23	OCCU3_ADD	Numeric	3	OFFICE ADDRESS	1-211 (202 ZONE NO.)
24	DURATION3	Numeric	1	SAME AS 5 YEARS AGO	1.2
25	OCCU1_AREA	Numeric	2	WORK ADDRESS 1	1-21 (MUNICIPALITY NO.)
26	OCCU2_AREA	Numeric	2	WORK ADDRESS 2	1-21 (MUNICIPALITY NO.)
27	OCCU3_AREA	Numeric	2	WORK ADDRESS 3	1-21 (MUNICIPALITY NO.)
28	IND_INCOME	Numeric	2	INDIVIDUAL MONTHLY INCOME	1-13
29	NO_VEHICLE	Numeric	2	NO. OF VEHICLES AVAILABLE FOR INTERVIEWEE	

Cont. Structure for database: part11.dbf

Field	Field Name	Type	Width	Description	Specified Code
30	BICYCLE	Numeric	1	NO. OF BICYCLE AVAILABLE FOR INTERVIEWEE	
31	MOTORCYCLE	Numeric	1	NO. OF MOTORCYCLE AVAILABLE FOR INTERVIEWEE	
32	JEEPNEY	Numeric	1	NO. OF JEEPNEY AVAILABLE FOR INTERVIEWEE	
33	PRIVATE_JP	Numeric	1	NO. OF PRIVATE JEEPNEY AVAILABLE FOR INTERVIEWEE	
34	CAR	Numeric	1	NO. OF CAR AVAILABLE FOR INTERVIEWEE	
35	VAN_PICK_U	Numeric	1	NO. OF VAN/PICK-UP AVAILABLE FOR INTERVIEWEE	
36	TRUCK	Numeric	1	NO. OF TRUCK AVAILABLE FOR INTERVIEWEE	
37	TRICYCLE	Numeric	1	NO. OF TRICYCLE AVAILABLE FOR INTERVIEWEE	
38	OTHERS	Numeric	1	NO. OF OTHER TYPE OF VEHICLES AVAILABLE FOR INTERVIEWEE	
39	OTHER_VEH	Character	10	SPECIFIED OTHER TYPES OF VEHICLES	
40	SQ1	Numeric	1	OWNER OF BICYCLE	0-7
41	SQ2	Numeric	1	OWNER OF MOTORCYCLE	0-7
42	SQ3	Numeric	1	OWNER OF CAR	0-7

PART II SPECIFIC INFORMATION (ITEMS 1-14)

Structure for database: part3.dbf

Field	Field Name	Type	Width	Description	Specified Code
1	HH_ADD	Numeric	5	HOME ADDRESS - SAME AS IN GENERAL INFORMATION	IATSS-LRT ZONE NO. & 202 ZONE NO.
2	HH_NO	Numeric	2	HOUSEHOLD NO. - SAME AS IN GENERAL INFORMATION	1-50
3	HMM_NO	Numeric	1	HOUSEHOLD WORKING MEMBER NO. - " "	1-10
4	WATCH_OWN	Numeric	1	Q1 WATCH	1,2
5	SQL_WATCH	Numeric	4	- SQL; NO. OF MINUTES; TYPE OF WATCH	1,2; 1-60. 1-3
6	SQL_WATCH	Numeric	1	- SQ2	1-7
7	TIME_CORRE	Numeric	1	Q2 CORRECT TIME	1,2
8	SQL_TIME	Numeric	3	- SQL NO. OF MINUTES	1-3; 1-60
9	RECORDR_TM	Numeric	1	Q3 OFFICIAL TIME RECORDER	1,2
10	WORK_IN	Numeric	1	Q4 PUNCTUALITY IN WORK	1-3
11	SQL_WORK	Numeric	3	- SQL (MINUTES)	
12	TIME_IN	Numeric	4	Q5 WORKING HOURS FROM	MILITARY TIME
13	TIME_OUT	Numeric	4	WORKING HOURS TO	MILITARY TIME
14	NOT_LATE	Numeric	2	Q6 OCCASION NOT TO BE LATE	1-10
15	KNOW_LRT	Numeric	1	Q7 KNOWLEDGE OF LRT	1,2
16	SQL_LRT	Numeric	1	-SQL	1,2
17	WAKE_TIME	Numeric	4	Q8 WAKING TIME	MILITARY TIME
18	SLEEP_TIME	Numeric	4	SLEEPING TIME	MILITARY TIME
19	HME_TO_WRK	Numeric	4	Q9 TIME LEAVES HOME TO WORK	MILITARY TIME
20	WRK_TRAVEL	Numeric	3	Q10 TIME TO COMMUTE	MILITARY TIME
21	MODEL1	Numeric	2	Q11 MODEL; DISTANCED WALKED	MINUTES
22	MODE2	Numeric	5	- MODE2; IF APPLICABLE	1-11;
23	MODE3	Numeric	5	- MODE3;	1-11
24	MODE4	Numeric	5	- MODE4;	1-11
25	MODE5	Numeric	5	- MODE5;	1-11
26	MODE6	Numeric	5	- MODE6;	1-11
27	MODE7	Numeric	5	- MODE7;	1-11

Cont. Structure for database: part3.dbf

Field	Field Name	Type	Width	Description	Specified Code
28	SQ1_MODE	Numeric	2	- SQ1 (WITH LRT)	1-11
29	SQ2_MODE	Numeric	1	- SQ2 (WITHOUT LRT)	1,2
30	SQ2_YES1	Numeric	1	- INCONVENIENT TO GET TO LRT STATION	0,1
31	SQ2_YES2	Numeric	1	- EXPENSIVE FARE	0,1
32	SQ2_YES3	Numeric	1	- INCONVENIENT TO USE THE STAIRS	0,1
33	SQ2_YES4	Numeric	1	- TOO WARM TOO HUMID	0,1
34	SQ2_YES5	Numeric	1	- USING CAR IS MORE CONVENIENT	0,1
35	SQ2_YES6	Numeric	1	- OTHER PUBLIC UTILITY VEHICLE IS MORE CONVENIENT	0,1
36	SQ2_YES7	Numeric	1	- OUT OF ROUTE	0,1
37	SQ2_YES8	Numeric	1	- CROWDED	0,1
38	SQ2_YES9	Numeric	1	- MANY RESTRICTIONS	0,1
39	SQ2_YES10	Numeric	1	- SEAT IS ALWAYS OCCUPIED	0,1
40	SQ2_YES11	Numeric	1	- NOT OPERATING AT THE TIME OF TRIP	0,1
41	SQ2_OTHERS	Character	15	- OTHER REASON	
42	LRT_FREQ	Numeric	1	Q12 RIDE LRT?	1,2
43	TRIPS_DAY	Numeric	2	- SQ1	
44	TRIPS_WEEK	Numeric	2	- SQ1	
45	TRIPS_MONT	Numeric	2	- SQ1	
46	SQ2_PURP1	Numeric	1	- SQ2 - GO TO WORK	0,1
47	SQ2_PURP2	Numeric	1	- GO TO SCHOOL	0,1
48	SQ2_PURP3	Numeric	1	- BUSINESS	0,1
49	SQ2_PURP4	Numeric	1	- PLEASURE RIDE	0,1
50	SQ2_PURP5	Numeric	1	- GO TO CHURCH	0,1
51	SQ2_PURP6	Numeric	1	- GO SHOPPING	0,1
52	PURP_OTHER	Character	15	- OTHER PURPOSE	
53	SQ3_FREQ1	Numeric	1	- SQ3 - LRT IS CLEAN	0,1
54	SQ3_FREQ2	Numeric	1	- LRT IS FAST	0,1
55	SQ3_FREQ3	Numeric	1	- LRT IS SAFE	0,1

Cont. Structure for database: part3.dbf

Field	Field Name	Type	Width	Description	Specified Code
56	SQ3_FREQ4	Numeric	1	- LRT IS COMFORTABLE	0,1
57	SQ3_FREQ5	Numeric	1	- LRT IS PUNCTUAL	0,1
58	SQ3_FREQ6	Numeric	1	- LRT IS REASONABLE	0,1
59	SQ3_FREQ7	Numeric	1	- LRT IS FASHIONABLE	0,1
60	SQ3_FREQ8	Numeric	1	- LRT IS FREE FROM AIR POLLUTION	0,1
61	SQ3_FREQ9	Numeric	1	- SMOKING & EATING IS NOT PERMITTED	0,1
62	SQ3_FREQ10	Numeric	1	- APPRECIATE GOOD VIEW FROM WINDOW	0,1
63	FREQ_OTHER	Character	15	- OTHER PURPOSE	0,1
64	SQ4_FREQ1	Numeric	1	- SQ4 - INCONVENIENT TO GET TO LRT STATION	0,1
65	SQ4_FREQ2	Numeric	1	- EXPENSIVE FARE	0,1
66	SQ4_FREQ3	Numeric	1	- INCONVENIENT TO USE STAIRS	0,1
67	SQ4_FREQ4	Numeric	1	- TOO WARM & HUMID	0,1
68	SQ4_FREQ5	Numeric	1	- USING CAR IS MORE CONVENIENT	0,1
69	SQ4_FREQ6	Numeric	1	- OTHER PUBLIC UTILITY VEHICLE IS MORE CONVENIENT	0,1
70	SQ4_FREQ7	Numeric	1	- OUT OF ROUTE	0,1
71	SQ4_FREQ8	Numeric	1	- CROWDED	0,1
72	SQ4_FREQ9	Numeric	1	- MANY RESTRICTIONS	0,1
73	SQ4_FREQ10	Numeric	1	- SEAT IS ALWAYS OCCUPIED	0,1
74	SQ4_FREQ11	Numeric	1	- NOT OPERATING AT THE TIME OF INTERVIEWERS TRIP	0,1
75	SQ4_OTHER	Character	15	- OTHER REASON	0,1
76	LRT_OPERA1	Numeric	1	Q13 - IF CROWDED, PASSENGERS WILL WAIT FOR THE NEXT TRAIN	0,1
77	LRT_OPERA2	Numeric	1	- WHILE WAITING PASSENGERS WILL LINE UP	0,1
78	LRT_OPERA3	Numeric	1	- IN CASE OF EMERGENCY, PEOPLE WILL JUMP OFF THE TRAIN AND WILL WALK ON TRACKS	0,1
79	LRT_OPERA4	Numeric	1	- PASSENGERS WILL THROW THEIR GARBAGE OUT OF THE WINDOW	0,1

Cont. Structure for database: part3.dbf

Field	Field Name	Type	Width	Description	Specified Code
80	LRT_OPERA5	Character	15	- OTHER REASON	0,1
81	LRT_IMPCT1	Numeric	1	Q14 - GAINED MORE TIME	0,1
82	LRT_IMPCT2	Numeric	1	- MORE PUNCTUAL	0,1
83	LRT_IMPCT3	Numeric	1	- JEEPNEY USERS DECREASED	0,1
84	LRT_IMPCT4	Numeric	1	- BUS USERS DECREASED	0,1
85	LRT_IMPCT5	Numeric	1	- TRAVEL FREQUENCY INCREASED	0,1
86	LRT_IMPCT6	Numeric	1	- TRAVEL DISTANCE EXTENDED	0,1
87	LRT_IMPCT7	Numeric	1	- STAY OUT LATE AT NIGHT	0,1
88	LRT_IMPCT8	Numeric	1	- PROUD OF LRT	0,1
89	LRT_IMPCT9	Numeric	1	- REAL ESTATE BESIDE LRT CHANGED	0,1
90	LRT_IMPCT10	Numeric	1	- IMPROVED ROAD TRAFFIC CONDITION	0,1
91	LRT_IMPCT11	Numeric	1	- WORSENERD ROAD TRAFFIC CONDITION	0,1
92	LRT_IMPCT12	Numeric	1	- IMPROVED LANDSCAPE ALONG LRT	0,1
93	LRT_IMPCT13	Numeric	1	- DETERIORATED LANDSCAPE ALONG LRT	0,1
94	LRT_IMPCT14	Numeric	1	- LITTLE OR NO IMPACT	0,1
95	LRT_IMPCT15	Character	15	- OTHER IMPACT OF LRT ON METRO MANILA	0,1
96	IMPCT_SELF	Character	150	- SQ1 - IMPACT OF LRT ON INTERVIEWEE	0,1

PART II SPECIFIC INFORMATION (ITEMS 15-21)

Structure for database: part4.dbf

Field	Field Name	Type	Width	Description	Specified Code
1	HH_ADD	Numeric	5	HOME ADDRESS - SAME AS GENERAL INFORMATION	
2	HH_NO	Numeric	2	HOUSEHOLD NO.- SAME AS GENERAL INFORMATION	
3	HHM_NO	Numeric	1	HOUSEHOLD WORKING MEMBER - SAME AS GEN. INFO	1-8
4	Q15	Numeric	1	Q15 - CLASS OF PEOPLE WHO RIDE LRT	1-8
5	Q16	Numeric	1	Q16 - INTERVIEWEE'S CLASS	1-8
6	Q17	Numeric	1	Q17 - FUTURE CLASS OF INTERVIEWEE	1-5
7	PRVT_CAR	Numeric	1	Q18a - PRIVATE CAR	1-5
8	TAXI	Numeric	1	- TAXI	1-5
9	BUS	Numeric	1	- BUS	1-5
10	LOVE BUS	Numeric	1	- LOVE BUS	1-5
11	JEEPNEY	Numeric	1	- JEEPNEY	1-5
12	LRT	Numeric	1	- LRT	1-5
13	VAN_PICKUP	Numeric	1	- VAN/PICK-UP/TRUCK	1-5
14	TRICYCLE	Numeric	1	- TRICYCLE	1-5
15	MOTORCYCLE	Numeric	1	- MOTORCYCLE	1-5
16	EFFECT_AIR1	Numeric	1	Q18b - WHILE WAITING AT THE ROADSIDE FOR A WHILE	0,1
17	EFFECT_AIR2	Numeric	1	- WHILE WALKING ON THE PAVEMENT	0,1
18	EFFECT_AIR3	Numeric	1	- WHILE RIDING A BUS	0,1
19	EFFECT_AIR4	Numeric	1	- WHILE RIDING A JEEPNEY	0,1
20	EFFECT_AIR5	Numeric	1	- WHILE RIDING A CAR	0,1
21	EFFECT_AIR6	Numeric	1	- WHILE RIDING A TAXI	0,1
22	EFFECT_AIR7	Numeric	1	- WHILE RIDING ON LRT	0,1
23	EFFECT_AIR8	Numeric	1	- WHILE STAYING AT HOME	0,1
24	EFFECT_AIR9	Character	15	- OTHER SITUATION WHEREIN THEY CAN FEEL THE EFFECTS OF AIR POLLUTION	0,1
25	SOLUTION1	Numeric	1	Q18c - WILL/ HAVE COMPLAIN TO AUTHORITY	0,1
26	SOLUTION2	Numeric	1	- DON'T KNOW WHAT TO DO	0,1
27	SOLUTION3	Numeric	1	- DON'T THINK THERE ARE ANY COMPLAINTS	0,1

Cont. structure for database: part4.dbf

Field	Field Name	Type	Width	Description	Specified Code
28	SOLUTION4	Numeric	1	- NOT CONCERNED/AFFECTED BY THE PRESENT POLLUTION LEVEL	0,1
29	SOLUTION5	Character	15	- OTHER SOLUTION	0,1
30	Q19_1	Numeric	1	Q19a - PRIVATE CAR	0,1
31	Q19_2	Numeric	1	- TAXI	0,1
32	Q19_3	Numeric	1	- BUS	0,1
33	Q19_4	Numeric	1	- LOVE BUS	0,1
34	Q19_5	Numeric	1	- JEEPNEY	0,1
35	Q19_6	Numeric	1	- LRT	0,1
36	Q19_7	Numeric	1	- VAN/PICK-UP/TRUCK	0,1
37	Q19_8	Numeric	1	- TRICYCLE	0,1
38	Q19_9	Numeric	1	- MOTORCYCLE	0,1
39	EFFECT_NOIS1	Numeric	1	Q19b - WHILE WAITING AT THE ROADSIDE FOR A VEHICLE	0,1
40	EFFECT_NOIS2	Numeric	1	- WHILE WALKING ON THE PAVEMENT	0,1
41	EFFECT_NOIS3	Numeric	1	- WHILE RIDING A BUS	0,1
42	EFFECT_NOIS4	Numeric	1	- WHILE RIDING A JEEP	0,1
43	EFFECT_NOIS5	Numeric	1	- WHILE RIDING A CAR	0,1
44	EFFECT_NOIS6	Numeric	1	- WHILE RIDING A TAXI	0,1
45	EFFECT_NOIS7	Numeric	1	- WHILE RIDING ON LRT	0,1
46	EFFECT_NOIS8	Numeric	1	- WHILE STAYING AT HOME	0,1
47	EFFECT_NOIS9	Character	15	- OTHER SITUATION FOR NOISE POLLUTION	0,1
48	NOIS_SOL1	Numeric	1	Q19c - WILL/ HAVE COMPLAIN TO AUTHORITY	0,1
49	NOIS_SOL2	Numeric	1	- DON'T KNOW WHAT TO DO	0,1
50	NOIS_SOL3	Numeric	1	- DON'T THINK THERE ARE ANY COMPLAINTS	0,1
51	NOIS_SOL4	Numeric	1	- NOT CONCERNED/AFFECTED BY THE PRESENT POLLUTION LEVEL	0,1
52	NOIS_SOL5	Numeric	1	- OTHER SOLUTION	0,1
53	Q20	Numeric	1	Q20 - ANY CHANGE IN TOTAL NOISE & GAS EMISSION ALONG LRT	0,1
54	Q21	Numeric	1	- KNOWLEDGE OF LRT2	0,1
55	Q21_YES	Numeric	1	- SQ1 - OPINION	0,1

PART III SDT TEST

Structure for database: SDT.dbf

Field	Field Name	Type	Width	Description	Specified Code
1	HH_NO	Numeric	3		
2	HHM_NO	Numeric	1		
3	JPY_STRONG	Numeric	1		
4	JPY_PLEASE	Numeric	1		
5	JPY_SOFT	Numeric	1		
6	LRT_STRONG	Numeric	1		
7	LRT_PLEASE	Numeric	1		
8	LRT_SOFT	Numeric	1		
9	FOT_STRONG	Numeric	1		
10	FOT_PLEASE	Numeric	1		
11	FOT_SOFT	Numeric	1		
12	CAR_STRONG	Numeric	1		
13	CAR_PLEASE	Numeric	1		
14	CAR_SOFT	Numeric	1		
15	BUS_STRONG	Numeric	1		
16	BUS_PLEASE	Numeric	1		
17	BUS_SOFT	Numeric	1		
18	LBUS_STRNG	Numeric	1		
19	LBUS_PLEAS	Numeric	1		
20	LBUS_PLEASE	Numeric	1		
21	PED_STRONG	Numeric	1		
22	PED_PLEASE	Numeric	1		
23	PED_SOFT	Numeric	1		