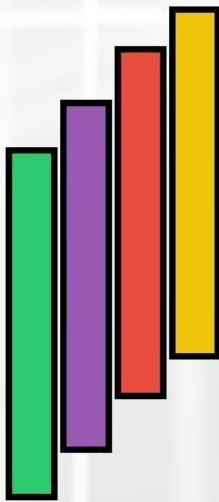


**ISSN: 2661-3441**  
**Vol. 7, No. 1, Apr. 2024**



**Ascendens Asia Journal  
of Multidisciplinary  
Research Abstracts**

*Funded by*

**Joint Multidisciplinary Research Conferences  
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## Ascendens Asia Singapore – Union Christian College Journal of Multidisciplinary Research Abstracts

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Volume 7

Number 1

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**April 2024**

1st SIMP-AAG-UCC

Multidisciplinary Research Festival Abstracts



SINGAPORE INSTITUTE OF  
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ASCENDENS ASIA  
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ISSN: 2661-3441

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### **Recommended Citation**

(April 2024) "1st SIMP-AAG-UCC Multidisciplinary Research Festival Abstracts," Ascendens Asia Singapore – Union Christian College Journal of Multidisciplinary Research Abstracts, Vol. 7, No. 1. Available at: "<https://ojs.aaresearchindex.com/index.php/AASGUCCPHJMRA>"

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## **ACADEMIC COPING STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS**

Cris Anne Javien, Leira Alexis Della, Irene Joy Andrada, Jhasmine Joy Villanueva,  
Shehaina Lee Guray, Franz Eicis Beligan, Vincent Subala, Rev. Allen Alberca

### **Abstract**

Academic coping skills are relevant in navigating the challenges and maintaining the well-being of students in a remote educational setting. Studying these skills is relevant as it equips students with strategies to cope hardships, setbacks, and academic pressures effectively. Students, notably during the pandemic, face unique academic stressors such as remote learning disruptions, social isolation, and uncertainty, emphasizing the need to address and support their coping mechanisms. Thus, this study aims to determine the academic coping strategies employed by the respondents, which yields to the creation of a proposed advocacy material for coping with academic challenges.

This study employed quantitative descriptive-correlational design to describe the level to which students employ coping strategies and its relationship with their profile. The researchers gathered data from 149 Junior High School Students employed at Union Christian College during the school year 2021-2022. Frequency count and percentage was used to present their profile, weighted mean to discuss the level of use of academic coping strategies, and Pearson Product Moment Correlation for the significant relationship between the variables

The findings show that the respondents highly approach any challenges they face in their academic engagement, particularly learning through mistakes, finding out what they did wrong, and learning from experience. Moreover, respondents moderately avoid any problems and seek social support when challenged academically. This means that respondents cope with academic challenges by engaging them as means of learning than trying to avoid it or seeking help from others. The relationship between sex and approach factor is positively and significantly related which means that female respondents tend to approach problems more than males. Furthermore, the relationship between avoidance factor and grade level is negative and significant, which means that students from higher level tend to avoid the problem than those in lower level.

In online learning, students tend to learn from mistakes and experiences rather than avoiding challenges, with females more likely to actively approach problems. However, as students' progress to higher grade levels, there's a tendency to avoid challenges, possibly due to increased pressure or confidence. The researchers recommend the adoption of a proposed advocacy material that promotes proactive approach in coping with academic challenge.

Keywords: academic challenges, coping mechanisms, academic coping strategies

## **ACADEMIC STRESSORS OF JUNIOR HIGH SCHOOL STUDENTS**

Erin Joy S. Dayap, Euna Nicole A. Baterna, Vincent Charles D. Meriales, Sean Kerby S. Ignacio,  
Dan Eric L. Galvez, Dr. Cherrel G. Ignacio

### **Abstract**

Academic stress has been recognized as a prevalent issue among students, potentially affecting their overall wellbeing and academic performance. Understanding the different stressors experienced by the students can be insightful in creating interventions that will enhance their academic achievement. This study was conducted to determine the academic stressors among the respondents.

The study employed quantitative descriptive-correlational research design to gather data from 137 randomly selected Junior High School students enrolled at Union Christian College using an adapted questionnaire. The researcher used frequency count and percentage in presenting the profile of the respondents, weighted mean in describing the different academic stressors, and Pearson Product Moment Correlation in the relationship between the variables.

The findings revealed that the respondents moderately experience academic stresses related to academic expectations, subject requirements and examinations, and curricular and co-curricular activity. The expectation of their parents contribute to their stress related to academic expectations, while the difficulty of exams and the number of performance tasks they need to require contributes to their stress as to subject requirements and examinations. Meanwhile, they perceive that their participation in school activities is a source of stress as it adds to the required activities they need to comply with. Significant relationship was found between grade level and academic stress related to subject requirements and expectations, implying that the higher the student's grade level is, the more they experience the burden related to requirements and exams.

The results give an insight that the students need to understand how they should manage these stressors to maintain optimal performance in their academics. Thus, the researchers recommend a proposed student-led academic wellness advocacy plan to improve the academic wellbeing and reduce stress among the students.

Keywords: academic well being, academic stressors, academic performance

## **ACCEPTABILITY OF THE ARDUINO PLATFORM IN FACILITATING THE LEARNING OF ROBOTICS**

Denise Kyle Salmasan, Bea Jasmine Cordero, Joan Ducusin, Kimberly Saltivan,  
Gabe Riley Mendoza, Rhina Jaramilla

### **Abstract**

Modern education recognizes the importance of hands-on learning for engaging students effectively. Robotics through the use of Arduino provides an avenue for hands-on learning that cultivates interdisciplinary skills and problem-solving abilities relevant to all students, irrespective of their academic field, encouraging creativity, collaboration, and adaptability in a technology-driven world. This study investigates the perceived acceptability of the Arduino platform in facilitating the learning of robotics among senior high school students.

This study utilized quantitative approach through the descriptive-survey research, gathering data from 143 respondents using an adapted questionnaire. Weighed mean and standard deviation was used to describe their level of acceptability to the Arduino platform, while t-test and analysis of variance (ANOVA) were used to test significant differences in their acceptance when grouped according to their grade level and strand respectively.

The findings indicate that Arduino is highly accepted by students in terms of educational efficiency, engagement and motivation, learning outcomes, inclusivity, long-term relation, and research requirement. This indicates that they perceive the platform can effectively help in enhancing their learning experience in robotics. Moreover, Grade 11 and Grade 12 students' do not have significant differences in their acceptability. Meanwhile, there is a significant difference in terms of inclusivity between STEM and GAS-Engineering, GAS-Health, and ABM strands, highlighting that the latter perceive the platform as more inclusive than the former.

Overall, the study highlights the potential of Arduino as a valuable tool for enhancing robotics education in senior high school. It offers benefits in terms of educational effectiveness, engagement, and long-term learning opportunities. The researchers recommend the need to address challenges related to inclusive use of Arduino, ensuring that it is accessible and engaging for students from all academic backgrounds.

Keywords: arduino, robotics, technology acceptance

**AWARENESS AND COMPLIANCE TO LIBRARY POLICIES  
OF JUNIOR HIGH SCHOOL STUDENTS**

Sophia Alexsha B. Corpuz, Jan Miguel C. Villarubia, Donerry Dreyzen N. Pagal,  
Elijah Mae B. Cuevas, Mikel Lawrenz S. Canal, Estrellita P. Dela Cruz

**Abstract**

School libraries play an important role in supporting students' education and literacy. As libraries aim to provide quality services to the students, they implement rules and regulations to ensure they meet the expectations of the school's stakeholders. To achieve this, students must be aware and compliant to the rules that a school library implements. This study aims to determine the level of awareness and compliance of the respondents to school library policies.

The researchers used quantitative descriptive design to gather data from 72 Junior High School students using a survey questionnaire. Weighted mean was used to describe their level of awareness and compliance to the library rules and regulation.

The study found that the respondents are very highly aware about the library rules and regulation, which indicates that they are knowledgeable about the do's and don'ts in the library. Meanwhile their level of compliance is slightly lower, which means that while they know the rules, they tend to forget about them.

The results indicate that there is a need to come up with interventions to improve their compliance to the library policies. Further research can be conducted to explore the students' utility of library services.

Keywords: library policies, awareness, compliance

**BASIC FIRST AID SKILLS OF SENIOR HIGH SCHOOL STUDENTS  
AS BASIS FOR A FIRST AID VIDEO DEMONSTRATION**

Veronica Jan N. Toribio, Julian Vince G. Chan, Venice Alijah R. Hidalgo,  
Kyle Reniel P. Jucar, Keira Claire E. Soriano, Ana Liza Medina

**Abstract**

Medical emergencies can occur unexpectedly in various settings, including schools, where students are highly active. Equipping students with basic first aid skills is important for quick response and potentially life-saving assistance.

This study assesses the basic first aid skills of senior high school students at Union Christian College, City of San Fernando, La Union. Quantitative approach through descriptive design was utilized. Employing a total enumeration approach, data was collected from 211 Grade 11 and 12 students using a survey questionnaire.

Findings reveal a high exposure to wounds and a generally low exposure to other incidents, suggesting that injuries requiring wound treatment are more prevalent compared to other physical incidents. Also, the respondents have moderate competence when dealing with the different emergencies at school wherein they are more competent in wound treatment, while less competent in choking and hyperventilation. The weak positive correlation between exposure and competence suggests limited exposure hindering skill development. The type of community living in impact competence, with urban and rural residents demonstrating higher proficiency.

The study emphasizes the importance of promoting health and safety education, particularly in wound treatment and emergency response, to mitigate the impact of injuries and improve overall well-being. This provided a baseline for designing a first aid video demonstration tailored to the needs of the students that is recommended for adoption as learning resource material.

Keywords: first aid treatment, medical emergencies, basic first aid competence

## **CAREER DEVELOPMENT AMONG SENIOR HIGH SCHOOL STUDENTS**

Aizel Anne Bersamina, Keiji Aguinardo, Shamagne Estoesta, Sarah Jane Gonting,  
Reinne Ashley Aviegale Pagsolingan, Princess Ely Soriano, Pauline M. Flestado

### **Abstract**

The process of career development spans from childhood through adulthood, influenced by parental involvement, academic experiences, and personal aspirations, with a focus on aligning individual interests and strengths to foster purposeful career decisions, highlighting the crucial role of parental guidance and the need for a comprehensive understanding of parental influence on career development. This study aims to determine the correlation between parental involvement and career development among the respondents.

The study utilized a descriptive correlational research design to explore the relationship between variables, focusing on the level of independence of Senior High School students and parental involvement in their career development, with data collected through validated surveys and qualitative insights from open-ended questionnaires administered to both students and parents, analyzed using descriptive statistics, Analysis of Variance (ANOVA), and qualitative analysis techniques.

Findings revealed that students generally have a high degree of independence when it comes to making decisions about their education and training as well as goal setting. In addition, parental involvement is emphasized, highlighting the important role parents play in assisting their children in making career decisions. There is also no significant difference between parents' highest educational attainment and occupation.

This study underscores the significant influence of parental involvement on students' career decisions despite their high level of independence, emphasizing the crucial role parents play in guiding their children's career paths, with no notable disparity found between parental educational attainment and occupation. The results were the baseline for designing a brochure for career guidance programs tailored to help the needs of the students.

Keywords: Career, Development

## **CAREER SKILLS DEVELOPMENT OF SENIOR HIGH SCHOOL STUDENTS**

Ulysses M. Linatoc Jr., KC Louise R. Caluscusin, Fidelo Q. Pimentel, Brandon M. Landisan,  
Oliver E. Timichan, Charles Matthew S. Abuan, Dr. Cherrel G. Ignacio

### **Abstract**

In today's competitive job market, career skills are essential for success. However, students' uncertainty over their capabilities to enter the job market raises concern as to how they are prepared for employment. This study examines the level of development of the respondents in the different career skills to formulate interventions to better prepare students for the demands of the modern workforce.

This quantitative study utilized descriptive comparative design to describe the respondents' level of development and its comparison when the respondents are grouped based on their profile. The researchers have randomly chosen 203 Grade 11 and 12 students. Weighted mean and standard deviation were used to present the level of development, while ANOVA and t-test were used to determine significant differences.

Results revealed that the respondents are highly developed with numeracy skills being the highest rated area. While other areas also exhibit high development, it is not considered optimal and thus there is room for improvement. Significant differences in their development were also found along sex, GPA, and highest educational attainment wherein females, students with higher GPA, and parents with higher educational attainment were more developed.

These findings highlight the importance of considering demographic factors in understanding students' readiness for the workforce. There is a need to further improve the development of career skills among the respondents. Future research and interventions should take into account these factors to enhance students' career preparedness.

Keywords: career skills, 21st century skills, job market

## **COLORISM SELF-CONCEPT AMONG JUNIOR HIGH SCHOOL STUDENTS**

Denise Maxxine A. Zambrano, Grace Blessing Chumacog, Jiyah Perez, Princess Jamela Cardenas,  
Kent Aedam Cargo, Faith Angel Castañeda, Christian B. Delizo

### **Abstract**

Colorism self-concept is one of the factors that can influence an individual way of thinking about themselves and others, shaping perceptions of beauty, worth, and social status based on skin tone. By studying high school students' views on colorism, researchers can understand how perceptions about skin tone describe their formation of attitude towards others, their association with peers, and self-esteem. This study aims to describe the colorism self-concept among the respondents.

The researchers employed quantitative descriptive-correlational study to collect data from the 163 Junior High School students who are enrolled in Union Christian College through a survey questionnaire. The researchers used frequency count and percentage to present their profile, weighted meaning for their colorism self-concept, and Pearson Product Moment Correlation for the relationship between the variables.

The study revealed that the colorism self-concept is high meaning the colorism in this area is high while the result in Attraction is moderate. Furthermore, the results in Impression Formation, Affiliation, and Upward Mobility are low, indicating that the colorism in these areas are low. Also, colorism self-concept had a weak and negative relationship with sex while there was no correlation with grade level. Furthermore, female respondents who are part to any ethnic group are most likely experience colorism.

The findings imply that there is a need to enhance how the students perceive colorism as a way to improve their association and attitude towards others and improve their self-esteem regardless of their skin tone. It's crucial to address these findings by implementing interventions aimed at fostering inclusivity and combating colorism biases, particularly targeting female students across diverse ethnic groups, while considering the weak negative association with sex and the absence of correlation with grade level. The researchers recommend that programs promoting self-confidence and inclusivity be conducted to positively improve their colorism self-concept.

Keywords: colorism self-concept, self-confidence, inclusivity

## **DEVELOPMENT OF UCC CORE VALUES AMONG SENIOR HIGH SCHOOL STUDENTS**

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Rosebel Grace Natividad, Arjay T. Pauline

### **Abstract**

Core values of a school are fundamental beliefs and guiding principles that shape a student's behavior, attitudes, skills, and knowledge leading to holistic development. While the school is proactive in promoting these, the researchers observed that students commit behaviors that do not reflect the school's core values. Thus, this study aims to determine the development of core values among the respondents, and the factors that contribute to its development.

This quantitative descriptive-correlational study surveyed 138 Senior High School students chosen using simple random sampling. Weighted mean and standard deviation were employed to analyze the level of development of core values among the respondents, and the extent of contribution of class interaction, school co-curricular activities, and general campus setting to its development. Regression analysis was utilized to measure the effect of the factors to the development of core values.

The findings reveal that students exhibit strong ethical behavior, empathy, accountability, and commitment to academic integrity, with a willingness to contribute positively to their school and broader community. However, there is a slight variation in scores, notably lower in indicators related to reporting academic dishonesty and competition for academic achievement. Regression analysis revealed that there is a strong positive impact of class interactions, participation in co-curricular and extra-curricular activities, school policies, and campus initiatives on the development of core values among students.

The results imply that the development of core values are a result of continuous school engagement the students are part of. The researchers recommend strengthening classroom interaction, co-curricular activities, and school environment suitable for honing the school core values to the students.

Keywords: core values, values development, school values

## **ENTREPRENEURIAL INTENTIONS AND ADAPTABILITY OF SENIOR HIGH SCHOOL**

Theo Angelo P. Espinueva, Aisha Myrrh I. Balas, Trisha Mae M. Bautista,  
Myshka Jameera R. Burgonio, Andrea Nicole D. Gonzales, Estrellita Dela Cruz

### **Abstract**

Entrepreneurial intentions reflect an individual's drive and readiness to engage in entrepreneurial activities or start their own business ventures, while adaptability refers to the capacity to adjust to changing business environments, essential for entrepreneurs to achieve productive employment and decent work in the future. The researchers observed that students show a hint of interest in taking an entrepreneurial career, but they are also hesitant to pursue it. Thus, this study aimed to explore the entrepreneurial intentions and adaptability of the students.

Through quantitative descriptive-correlational design, the researchers surveyed 161 senior high school students chosen using simple random sampling. The level of entrepreneurial intentions and adaptability were treated using weighted mean and standard deviation, while the significant relationship between the variables was determined using Pearson Product Moment Correlation.

The findings reveal that the respondents exhibit high entrepreneurial intentions driven by factors such as motivation, personal interest, and social support, despite some concerns about financial risks. They also demonstrate a high level of adaptability, showing resilience and problem-solving skills in response to changes in the business environment.

However, there is still a need to further develop these aspects since there are still room for improvement. Strong significant correlation was also found between the two, indicating that a higher entrepreneurial intention leads to higher adaptability, and vice versa. The researchers recommend strengthening the entrepreneurship learning experiences of students, and conducting training to boost their interest in entrepreneurship, and make them more resilient in the business landscape.

Keywords: entrepreneurial intentions, entrepreneurial adaptability, entrepreneurship

**EXPLORING THE DIGITAL FRONTIER: ONLINE SELLERS’  
EXPERIENCES IN E-COMMERCE LANDSCAPE**

Rica May Somo, Jiana Janaye Oriente, Ariane T. Peras, Hazel S. Pimentel,  
Frencience A. Valdez, Estrelita Dela Cruz,

**Abstract**

The researchers utilized a qualitative approach, employing transcendental phenomenology to examine the experiences of the respondents through their perspective. The researchers gathered data from active live sellers on Facebook. Unstructured interviews were conducted.

The findings reveal that the informants experience challenges such as logistics and customer service, time management, and work-life balance. To overcome these hurdles, the informants use strategies like social media engagement, referral networks, and customer rewards.

The researchers assert that the entrepreneurs should continue to explore online selling as a new mode of marketing their products because it offers unparalleled opportunities for market expansion, customer engagement, and business growth. Moreover, the adaptive strategies demonstrated by the informants underscore the resilience and potential for success within the e-commerce landscape, affirming the viability of online platforms as essential avenues for entrepreneurial endeavors in the contemporary market milieu.

Keywords: online sellers, e-commerce landscape, business challenges and opportunities

**FACING A STORMY NIGHT: EXPERIENCES OF CAMPUS JOURNALISTS  
WHO CHAMPIONED THE PRESS CONFERENCE**

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Eunice C. Bosigro, Ellen Grace D. Soriano, Christian B. Delizo

**Abstract**

Campus journalism is a training ground for students to become skilled writers and open-minded citizens. In addition, it teaches them to become resilient as they are expected to face challenges and overcome them through the campus journalism exposure they receive, including their participation in journalistic competitions. This study explored the experiences of campus journalists who won first place in their respective categories during a journalistic competition.

This study utilized a qualitative research design through transcendental phenomenology as the researchers focused on describing what the informants experienced. The researchers interviewed four high school campus journalists of Union Christian College students who won first place in the Divisions Schools Press Conference (DSPC) 2023. Unstructured interviews were used to gather the data which was then thematically analyzed.

Their experience is symbolically interpreted as an individual facing a stormy night, where the informants face challenges as they prepare for their competition, and how they cope with and overcome the challenges. The first theme “upcoming storm” revealed how the informants faced challenges including unfamiliarity as they will be competing for the first time since the pandemic (an unknown phenomenon), transitioning to a new category different from their previous journalistic experience (a new experience), mental and emotional difficulties (fearing the unknown), and short time for preparation (storm’s nearing approach). The second theme “preparing for the storm” reveals how they faced the challenges they met as they approach the journalistic competition. The informants ensured that they are updated to any current events that may come out during the contest (an informed citizen). They also participated eagerly in all the training sessions offered to them (preparing for the tempest). Furthermore, they associate their school as a nurturing ground for aspiring campus journalism champions (a sturdy house).

The findings indicate that campus journalists face inevitable challenges before any journalistic competition but are driven to overcome them to become champions. Future studies may look into the experiences of other winning and non-winning campus journalists to have a deeper sense of their experiences when facing campus journalism competitions.

Keywords: campus journalism, campus journalists, journalistic experiences

## **FACT-CHECKING STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS**

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Achiles Kraven R. Borja, Jezi Eowyn L. Sayan, Teofilo B. Damoco

### **Abstract**

In today's digital era, the widespread dissemination of unreliable information causes confusion and misguidance, highlighting the need for swift identification of online assertions to enhance social network credibility and mitigate information pollution. Ensuring the accuracy of information, particularly from dubious sources, is crucial, with efforts focused on creating educational materials that foster awareness and critical thinking to curb its dissemination. This study aims to determine the fact-checking strategies of the respondents.

The study utilized a quantitative approach employing descriptive design to describe the fact-checking strategies used by the respondents and their comparison when grouped according to their sex and grade level. The researchers gathered data from 144 Junior High School students using a survey questionnaire. Weighted mean and Pearson Product Moment Correlation were the statistical tools utilized.

The results revealed that the respondents use fact-checking strategies, particularly checking information if it seems credible. They also consider the headline or main message along with the source of the information and the relevance of the information they are reading. While their level of using fact-checking strategies is high, there is a need to improve this area since it is not at the optimal level. Furthermore, there is a significant difference when they are grouped according to grade level, wherein students in the higher grade level have higher usage of these strategies than lower grade levels. There is no significant difference between males and females when it comes to using these fact-checking strategies.

The findings indicate that the respondents are already utilizing various strategies to check if the information is credible, but there is still a need to enhance their usage. Developing strong fact-checking skills is crucial for students as they progress academically. The researchers recommend that fact-checking advocacy material be disseminated to students to further improve their usage of these strategies.

Keywords: fact-checking, strategies, fact-checking advocacy material

**FOOD WASTE BEHAVIOR AND AWARENESS  
AMONG SENIOR HIGH SCHOOL STUDENTS**

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Ashley Ljean T. Estacio, Miguel Joshua

**Abstract**

Understanding and tackling food waste behavior is crucial for achieving Sustainable Development Goal 12, which focuses on responsible consumption and production. It highlights the importance of reducing waste to ensure everyone has enough to eat and to protect the environment.

Thus, this study investigates the food waste behavior and awareness among Grade 11 and Grade 12 students of Union Christian College, utilizing a quantitative approach with a descriptive-correlational research design. The researchers gathered data from 139 respondents using adapted survey questionnaires. Weighted mean, standard deviation, and Pearson Product Moment Correlation were the statistical tools used.

The findings reveal that respondents showed moderate extent in food wastage, attributing it to large serving portions they receive when buying food. Their food waste behavior is moderately favorable as most of them tend to throw away uneaten food because the food was unappetizing, over-purchasing, over-serving, and spoilage. Meanwhile, they are highly aware of the economic and environmental impact of food wastage, although there is a need to further increase their awareness. Extent of food wastage, food waste behavior, and awareness of impact are all significantly correlated.

The findings imply that there is a need to improve the behaviors of the respondents towards food waste leading to better awareness and practice. The researchers recommend focusing on awareness-building programs to induce behavior change through audio-visual material about food waste management. Future research could explore the effectiveness of different educational interventions in reducing food wastage among students.

Keywords: food waste behavior, extent of food wastage, food wastage impact

## **GAD ORIENTEDNESS OF SCHOOL POLICIES**

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Jhustin R. Flores, Leomar Kent T. Noveno, Arjay T. Pauline

### **Abstract**

Gender and Development orientedness in school policies is crucial for ensuring equity and inclusivity by addressing gender-based disparities and promoting equal opportunities for all students. Exploring whether a school's policies are GAD-oriented is necessary since there are still instances of gender-based discrimination. This study aimed to determine the level of GAD orientedness school policies based on the perceptions of students.

This quantitative study uses descriptive design, surveying 206 Senior High School students enrolled at Union Christian College. Weighted mean and standard deviation were used to describe the level of GAD orientedness of school policies. T-test and ANOVA were used to compare the level of GAD orientedness school policies among respondents grouped according to their profile.

The respondents perceived that the level of GAD-orientedness of the school policies is high, highlighting that the student organizations and school healthcare services are the most GAD-oriented areas. Nevertheless, there is still a need to improve the sensitivity of school policies since the ratings are not fully optimal. The difference in the perceived level of sensitivity is not significant when grouped according to sex, while there is a difference in the area policy implementation and integration when grouped according to sexual orientation.

The findings highlight the importance of enhancing GAD-oriented school policies for a more inclusive school environment. The proposed intervention program is recommended for adoption and enhancement of the school policies, programs, memorandum, organizations, health and well-being and school environment.

Keywords: GAD orientedness, school policies, gender and development

**GENDER EQUALITY AND DISCRIMINATION  
AMONG JUNIOR HIGH SCHOOL STUDENTS**

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Shooby Heroshen D. Pimentel, Lyndon Brent C. Emperador, Francis H. Marzo

**Abstract**

Safety inside educational institutions is one of the topmost priorities of every administrator. This includes ensuring that there is a positive environment for gender and development. While egalitarian treatment of people regardless of gender is becoming a trend in school policies, prevalence of gender-based discrimination is almost inevitable. Thus, the researchers explored the prevalence of gender-based impartiality and discrimination among the respondents.

The study utilized quantitative descriptive design, surveying 104 Junior High School students enrolled at Union Christian College. The researchers used adapted survey questionnaire. The data was analyzed using weighted mean to describe the status of gender equality and discrimination, t-test to determine comparisons in the variable when grouped according to sex, while analysis of variance was used for comparing groups according to sexual preference.

The results revealed that the respondents perceive fairness, equity, and impartial treatment between genders in their experiences or surroundings, stating that their right to express themselves are respected, and that their peers respect them for their gender identity. Meanwhile, there is a tendency for the respondents to associate themselves with those who have the same gender identity as theirs and avoid those who hurt people just for having different gender identities. There is no significant difference in their perceptions when grouped according to sex, but significant comparisons exist when grouped according to sexual preference.

The researchers recommend that school policies strengthen egalitarian gender and development practices to make the environment more inclusive for all genders. Advocacy plans to elevate gender expression are also encouraged. Future studies may be conducted on the alignment of school polices to GAD.

Keywords: school polices, gender and development, gender-based discrimination

## **GENERATIONAL GENDER STEREOTYPE**

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John Michael Noveno, Maykyle Viesca, Christian B. Delizo

### **Abstract**

Gender stereotypes are societal beliefs about how men and women should behave, think, and feel, leading to expectations and limitations based on their gender. These stereotypes are learned from a young age through family, media, and religion. They affect various aspects of life, including behavior, career choices, emotional expression, domestic roles, and appearance.

This quantitative study utilized descriptive cross-sectional design which was participated by 311 respondents coming from Generation X, Y and Z. The researcher used weighted mean and standard deviation to analyze the level of favorability of gender stereotypes, while analysis of variance was used to identify significant differences among the three generations.

This study revealed that there is a diminishing favorability towards gender stereotypes, indicating that people are becoming more egalitarian and considerate towards people regardless of gender. In addition, the respondents perceived that their personal characteristics moderately influence their perception towards gender stereotypes, shaping individuals' beliefs about societal expectations and their own behavior in relation to gender stereotypes, highlighting the nuanced interplay between individual traits and societal perceptions. The findings further emphasize that Generation Y and Generation Z significantly differ in their attitudes towards gender stereotypes wherein the older generation tend to hold into these existing gender stereotypes, while the younger generation manifests their intent to break these stereotypes.

The findings suggest a shifting societal attitude away from gender stereotypes, influenced moderately by personal traits, with notable generational differences highlighting a trend toward challenging traditional norms. The researchers came up with an audio-visual material to inform and educate people about the existing gender stereotypes and how they can break free from this to make themselves more empowered. Further studies can be done to capture the perceptions of generations older than Generation X or younger than Generation Z.

Keywords: generational stereotypes, gender stereotypes, personal characteristics

## **HEALTH-PROMOTING LIFESTYLE OF JUNIOR HIGH SCHOOL STUDENTS**

Mien Sobremonte, Steven Baagen, Isha Mazon, Kenneth Dela Vega,  
Chrisha Bacon, Hermarie Nisperos, Kyle Ducusin, Brenda Mariano

### **Abstract**

Health is a state of complete physical, mental, and social well-being, not just the absence of disease or infirmity. It encompasses various aspects, including physical fitness, emotional balance, and social connections. Good health allows individuals to accomplish their academic tasks efficiently. With the pandemic disrupting physical activities of students, their movements became limited which can affect their lifestyle and wellbeing. This study determined the health-promoting lifestyle of the respondents in time of pandemic.

The employed quantitative descriptive-correlational research design, gathering data from 138 Junior High School students enrolled at Union Christian College during the school year 2021-2022 using an online survey questionnaire. Weighted means were used to describe their health-promoting practices. Frequency count and percentage was used to present the body mass index of the respondents. Chi square test was used to determine the relationship between variables.

The researchers found that the respondents have good health promoting lifestyle but not at an optimal level. Their lifestyle along with interpersonal relations, nutrition, stress management, and spiritual growth are in good condition considering the current pandemic situation. However, their health responsibility and physical activity are in moderate condition which can be attributed to lowered physical engagement during the pandemic. There are more respondents who belong to the underweight BMI category which is followed by those under normal categories. Their overall health-promoting lifestyle and health responsibility is significantly related to their BMI which means that their way of life is connected to their health index.

The findings suggest that the respondents are able to maintain good health-promoting lifestyle but need enhancement to reach optimal level, most importantly their health responsibility and physical activity. The researchers recommend that respondents need to maintain and promote healthy lifestyles to optimize wellbeing.

Keywords: health-promoting lifestyle, student wellbeing, health

**INFLUENCE OF SOCIAL MEDIA TO PSYCHOSOCIAL DEVELOPMENT  
AMONG SENIOR HIGH SCHOOL STUDENTS**

Basty Getuiza, Gelyn Bacalzo, Kyla Mae Delarna, Mark Stephen Lachica, Elijah Ron Calica,  
Christian Jacob Nera, Gabriel Infante, Homer Noel P. Bautista

**Abstract**

Social media has become part of adolescents' daily life as it has revolutionized communication and connectivity, offering opportunities for self-expression, information dissemination, and social interaction. Meanwhile, students' psychosocial development drastically changed as these technologies continue to proliferate, affecting various aspects of their life. This study aimed to determine the influence of social media engagement on the psychosocial development of students leading to the creation of promotional material focused on responsible social media use.

This quantitative study uses descriptive-correlational research design to survey 204 Senior High School students chosen through simple random sampling. The researchers utilized weighted mean and standard deviation to describe their level of social media engagement and psychosocial development. Regression analysis determined the influence of social media engagement on psychosocial development.

It was found that students have high engagement on their social media platform usage, and social media content consumption, while screen time limits are lower indicating that they know when to stop using it. The respondents also perceive social media to be highly influential in their psychosocial development, which was later confirmed by the regression analysis.

The results imply that engaging with social media can shape how the social behavior of a person develops. While social media lets the respondents express themselves and connect with others, using it too much could harm their wellbeing. The study recommends the adoption of an advocacy video for a responsible social media use campaign, to address diverse psychosocial challenges arising from social media interactions among the students.

Keywords: social media engagement, psychosocial development, responsible social media use

## **LEADERSHIP CAPABILITIES OF JUNIOR HIGH SCHOOL STUDENTS**

Sharmaine Kris H. Amorado, Kent Aaron B. Beato, Jimmylyn E. Rivera,  
Xander Mitchel O. Pedralvez, Justin B. Perez, Leah T. Libertino

### **Abstract**

Leadership has been significant in everyday lives and educational institutions since it benefits individuals or leaders, such as confidence, better social skills and strategies, and character development. It is imperative that all students possess these skills to navigate the uncertainties of the world that they will face. This study aims to determine the leadership capabilities of the respondents.

The researchers used quantitative descriptive-correlational research design to gather data from 138 respondents using a survey questionnaire. The data was analyzed using frequency count and percentage for the profile, weighted mean for the level of leadership capability, and Pearson Product Moment Correlation for the significant relationship between the variables.

The researchers found that the respondents have high levels of leadership capabilities which means that they can become leaders. Moreover, their communication skills are their best assets, followed by their creative thinking skills, and productivity. However, all areas are in need of further improvement as they are below the optimal levels. Intriguingly, age and grade level negatively correlated with their level of leadership capabilities but are flagged as significant correlation. This indicates that younger respondents perceive their leadership skills higher than those who are older or in the higher grade level.

The researchers deem that every student has the capabilities to become leaders based on their findings. Thus, they recommend that all students be involved in leadership training that is conducted by the school. Furthermore, future researchers may explore factors that influence students on taking leadership roles.

Keywords: student leadership, leadership capabilities, leadership training

## **LOCAL PRODUCT PATRONAGE AMONG SENIOR HIGH SCHOOL STUDENTS**

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Abdul Pango, Jason Ducusin, Dr. Emma A. Ganuelas

### **Abstract**

Patronage of local products is important for molding community resilience, economic sustainability, and cultural preservation. With the expanding influence of globalization, people are becoming more accustomed to preferring non-local products. This study aims to investigate the respondent's patronage to local products to come up with an advocacy material to promote these goods.

The study utilized quantitative descriptive-survey design, gathering data from 180 senior high school students enrolled at Union Christian College using adapted questionnaires. Weighted mean and standard deviation were the primary data gathering tools used in analyzing the data.

The findings revealed that while they believe patronage to local food can promote local culture, the respondents moderately patronize local cuisine as they prefer fast food, and that local cuisines have less variety of flavors. Also, they moderately patronize local clothing since these products are more expensive than those that are commercially produced. Moreover, they moderately patronize local household products because they prefer modernized plastic products that are cheaper. They perceive that price, product quality, brand recognition, accessibility, taste preference, online shopping trends, peer, and family influence their patronage to local products.

It can be implied that there is a need to improve the patronage of the respondents to local products to build stronger cultural identity and help folks who are still offering these products. The researchers recommend that an advocacy material geared towards the promotion of local products be cascaded to the community to increase their patronage towards them.

Keywords: local products, patronage, cultural heritage

## **MOBILE TECHNOLOGY USE OF JUNIOR HIGH SCHOOL STUDENTS**

Glenny Babe L. Ducusin, Kyrie Myles A. Hufalar, Bennie Quiel R. Pascual,  
Alexa Nicole U. Torres, Christian B. Delizo,

### **Abstract**

The study utilized quantitative descriptive design to gather data from 102 Junior High School students using a survey questionnaire. Weighted means were used to describe their mobile technology use along the stated purposes, and the difference in their use when they are grouped according to their profile.

The findings revealed high levels of mobile technology use along the three purposes. Notably, the respondents use mobile technology more extensively for entertainment purposes, primarily utilizing it to listen to music and take pictures of any occasion. It is followed by learning purposes, using it to search for video learning materials, and generating ideas for their academic requirements. Finally, under utility purposes, they utilize it for recording audio, videos, and taking pictures, and browsing the internet in general. Moreover, there is a significant difference in learning purposes between male and female, where the former tends to use it more than the latter. Furthermore, there is a significant difference in the use under learning purposes between Grade 9, and Grade 7 and 8.

Overall, this study provides valuable insights and information into mobile technology use which can be useful in understanding their needs. The researchers recommend that advocacy plans be made to elevate their use of these technologies to become more productive and improve wellbeing.

Keywords: mobile technology use, educational technology, technological wellbeing

**NON-INTELLECTIVE FACTORS INFLUENCING ACADEMIC PERFORMANCE  
OF GRADE 9 AND GRADE 10 JUNIOR HIGH SCHOOL STUDENTS IN SCIENCE**

Ma. Sophia H. Marzo, Jun Eric C. Adriano, Jan Louie R. Bersamina, Jhong Mark F. Cadano,  
Jerick Zander L. Garcillan, Jewel Mae L. Munar, Giovanni U. Laranang, Christian B. Delizo

**Abstract**

Non-intellective factors in education are crucial for understanding the holistic nature of learning, as it encompasses emotional, social, and motivational aspects that significantly impact academic performance and engagement. The relationship between these factors and science learning can help educators select optimal teaching methods and interventions to address diverse student needs, leading to a more inclusive and effective learning environment. This study determined the relationship between the non-intellective factors and academic performance in science.

The study utilized descriptive-correlational research design to gather data from 110 junior high school students enrolled at Union Christian College for the school year 2021-2022 using the H-Comp scale. The researchers used weighted means to describe the non-intellective factors, frequency count and percentage for their academic performance in science, and Multiple Regression Analysis to determine the influence of the non-intellective factors in their academic performance.

The findings showed that among the non-intellectual factors, intrinsic motivation and study concentration are significant predictors of students' academic achievement in science, although intrinsic motivation has an inverse relationship with students' academic performance. Meanwhile, all other non-intellectual factors produced insufficient data to be used as predictors of student academic achievement. It further shows a direct relationship between study concentration and student academic success, showing that factors under the students' control have a significant impact on their academic performance. As a result, the researchers encourage students to gain more thoughtful insights into how they can manage their time, self-esteem, and emotions, as well as seek assistance from their family, friends, and teachers.

The study concluded that non-intellectual factors in the areas of study, self, and relationships can influence respondents' academic achievement, whereas time management, confidence, anxiety, and support from others are considered to influence students' academic performance.

Keywords: non-intellective factors, science academic performance, learning

## **ONLINE LEARNING CHALLENGES OF JUNIOR HIGH SCHOOL STUDENTS**

Rio Lawrenz Timbol, Ghianelle P. Aungon, Glenn Matthew D. Buendia, Steve Arthan A. Padios,  
Jeffy Jane N. Baliscao, Ellaine D. Bueno, Jhonrick Dumaguin, Mrs. Arlene Ducusin

### **Abstract**

The new normal way of education has reshaped the way learners engage with learning. During the pandemic, the learners engaged in distance learning, particularly online learning. The researchers observe that there are difficulties in this modality that needs to be understood. This study described the extent to which the respondents experience these difficulties which will be a basis for a proposed advocacy guide to help students navigate online learning more effectively.

The researchers employed quantitative descriptive-correlational research designs, gathering the data from 107 junior high school students enrolled at Union Christian College during the school year 2021-2022. The researchers used an adopted survey questionnaire to gather the data. Frequency count and percentage were used to present the profile of the respondents, while weighted mean was used in describing the extent to which the respondents experience online learning challenges. Pearson product moment correlation was used to determine the relationship between the variables.

The findings highlight prevalent difficulties such as procrastination, technological competency issues, feelings of isolation, technological inadequacy, and distractions within the learning environment, underscoring the multifaceted nature of obstacles encountered in online education. Their challenges related to self-regulation, technological sufficiency, technological complexity, and learning resource is significantly related to their monthly family income, and sex. This means that limited financial capacity can lead to better access to technology for online learning. Furthermore, female respondents are more likely to encounter these challenges than male.

The researchers conclude that the learners experience a variety of challenges that can make online learning more challenging. These insights are valuable to teachers as they can use these factors to elevate their online learning methods. The researchers recommend the adoption of the proposed advocacy guide for online learning to help the students overcome the challenges, and for teachers to promote ways to make online learning more fruitful and inclusive.

Keywords: online learning challenges, new normal education, distance learning

**PARENTAL INVOLVEMENT AMONG JUNIOR HIGH SCHOOL STUDENTS  
IN THE NEW NORMAL EDUCATION**

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**Abstract**

The COVID-19 pandemic has adversely impacted the conduct of education worldwide particularly in the Philippines, triggering an abrupt shift from face-to-face classes to online and home learning. The sudden change in the mode of delivery of instruction posed challenges not only among the affected students but also to their parents. The present study sought to determine the perceived parental involvement among the respondents in the new normal education context.

The descriptive-correlational research design was utilized to analyze the parental involvement and academic success of 138 Junior High School students using a survey questionnaire. Weighted mean, frequency, percentage, and Pearson r correlation were employed for data analysis.

Results showed that parents reported low involvement in the home education of their children in general. As to their participation in decision-making activities as members of the Parent Teacher Association, their involvement was perceived as moderate. Meanwhile, majority of respondents have academic performance above satisfactory. Parental involvement was not significantly correlated with the academic performance of students.

In conclusion, parents were minimally involved in their children's home learning, and parental involvement is weakly correlated with academic performance. While the findings indicate strong self-regulation among students, parents are still encouraged to provide educational guidance and academic support to their child, being the first mentors in their educational journey.

Keywords: parental involvement, academic performance, new normal education

**PEER RELATIONSHIP AND SELF-CONFIDENCE  
OF JUNIOR HIGH SCHOOL STUDENTS**

Moreen Olalan, Albryn Banawis, Hayden Biales, Francine Pejo,  
Bryan Berma, Shayna Ellaika I. Flores,

**Abstract**

The study aimed to determine the status of peer relationships and level of self-confidence of junior high school students at Union Christian College (UCC) San Fernando City, La Union, for the academic year 2022-2023 as the foundation for a suggested homeroom guidance. The study involved one hundred sixty-seven (167) junior high school students as respondents. The descriptive-correlational research technique was used in this study; an adapted peer relationship and self-confidence questionnaire checklist was used in data collection; and data were managed using descriptive and inferential statistics.

The researchers found that the majority of the respondents have close relationships with their peers. Additionally, they have a high level of self-confidence. However, there is a need for further revitalization of these areas as they do not meet the optimal levels. Furthermore, there is a significant relationship between the junior high school students' peer relationship status and their level of self-confidence, which implies that better levels of peer relationship increases their level of self-confidence, and vice versa.

The researchers propose homeroom guidance that can help students strengthen and boost their peer relationships and self-confidence. Furthermore, a similar study can be conducted to validate the results revealed in this study and include other factors not within the scope of this investigation.

Keywords: peer relationship, self-confidence, homeroom guidance

## **PERSONAL RELIGIOSITY OF JUNIOR HIGH SCHOOL STUDENTS**

Earl Gabriel V. Macasieb, Nur Anatasia S. Nur Yahya, Christian Jeff A. Erespe, Donzelvic B. Capias,  
Olivic Sean Vixen H. Corral, Hermionae Ceilyne G. de Sesto, Jo-Ann O. Grupo

### **Abstract**

Personal religiosity holds significance as it provides individuals with a framework for understanding existence, moral guidance, and a sense of belonging, contributing to their overall well-being and sense of purpose in life. Specific practices of individuals need to be explored to understand what needs to be improved within the curricular offerings of faith-centered institutions. This study determined the personal religious practices of the respondents in terms of daily routine, religious belief, and school-related scenarios.

This study utilized quantitative descriptive-correlation research method, employing adapted questionnaire administered online to 159 Junior High School students at Union Christian College. Weighted means was used to describe the variables, while Pearson Product Moment Correlation was utilized to determine the relationship between their profile and their personal religiosity.

The findings reveal that the religious practices of students related to daily routines, religious beliefs, and school activities are high which shows that they showed positive attitudes towards it. While they are high, they are not considered optimal, which means that an intervention has to be done. Positive significant correlation was found between their personal religiosity and their religious affiliation, which infers that their faith is connected to the extent to which they practice personal religiosity.

The researchers recommend the use of a Religious Practice Checklist during Edukasyon sa Pagpapahalaga (ESP) and homeroom periods for the Junior High School students to maintain and improve their religious practices and strengthen their connection with their faith.

Keywords: faith, personal religiosity, religion

**RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE IN LEARNING  
AMONG SENIOR HIGH SCHOOL STUDENTS**

Jhoey J. Ariones, Trisha Keith P. Alcantara, Ryza F. Ducusin, Ceidzrick R. Reola,  
Ana Leah V. Diaz, Christian B. Delizo,

**Abstract**

Employing a descriptive-survey research design with diverse learners, the study surveyed respondents using a structured questionnaire focusing on the AI tools they use, and the level of responsible AI use. Data analysis through descriptive statistics, particularly weighted mean and standard deviation was used.

The findings revealed that most students use Grammarly, ChatGPT, Canva AI tools, and Quillbot. While respondents generally showed awareness and concern about bias and fairness in AI tools, there is a need to improve their responsible AI use particularly in reporting bias instances and reducing over-reliance on AI.

Additionally, while recognizing the importance of personal accountability and critical thinking alongside AI use, implementation varied. Overall, the findings stress the ongoing need to promote responsible AI use in educational environments, highlighting the significance of education and awareness in fostering ethical and equitable AI practices. The researchers recommend using advocacy material to improve the responsible use of AI among the respondents.

Keywords: artificial intelligence, responsible use, learning

## **SCHOOL ENVIRONMENTAL WELLNESS AMONG SENIOR HIGH SCHOOL**

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### **Abstract**

Environmental wellness on campus is important as it enables individuals to understand the interconnectedness between student well-being and the school environment, fostering sustainable practices that enhance the student and school healthiness. However, the researchers observe several instances wherein students do not show care for school orderliness and cleanliness. This study examines the school environmental wellness among the respondents that leads to student-driven campus well-being initiatives.

Using a mixed method through quantitative survey, interviews, and photo documentation, the researchers surveyed 202 Grade 11 and 12 students, who represent the primary users of the school facilities. Weighted mean and standard deviation were used in describing the status of school environmental wellness supported by open-ended interview questions, and photo analysis.

Findings reveal that waste management practices of both students and school need improvement because there is lacking waste signage resulting in improper waste management practices. The campus care and sanitation are highly satisfactory inside the school premises. However, many students' express dissatisfaction and raise concern over inadequate supply of sanitary and hygiene products in lavatories and comfort rooms. The overall building and infrastructure management seem very satisfactory, although specific areas require attention like the comfort room ceilings.

This study highlights the need for students to take initiatives in helping improve the school environment, serving as the institution's support system in this matter. The researchers recommend that students lead simple initiatives to resolve these existing concerns including projects that the student body can implement to improve school environmental wellness, while the school administration will take care of concerns beyond the control of students. In elevating the school's environmental wellness, the students and school must work together.

Keywords: physical school environment, campus wellness, policy recommendation

## **SCIENCE LEARNING COMPETENCE OF JUNIOR HIGH SCHOOL STUDENTS**

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### **Abstract**

Science is an important learning area that a student must be competent with as it deals with broad understanding of how the world works. However, Philippines ranked one of the lowest performing countries when it comes to science which indicates the need to intervene. Junior High School Students, particularly in the lower grade levels, are observed to have difficulties in this area. The researchers aimed to describe the status of their science learning competence to identify what areas of learning science need attention.

This quantitative descriptive-correlational gathered data from 56 Grade 7 and Grade 8 students using adapted survey questionnaire. Weighted means were used to describe their science learning competence as to scientific inquiry and communication.

The findings reveal that most of the respondents have high competence in their scientific inquiry but is moderately competent along with their scientific communication competence. Specifically, the researchers identified that they need enhancement on the following competence as to scientific inquiry: operate experimental apparatus to measure data, draw conclusions based on the mathematical relationship among data. Moreover, they need to improve their competence as to scientific communication: use graphs or mathematical signs to describe the data content, describe data relationships through graphs or mathematical signs, convert raw data to understandable form, and ask questions about ambiguous statements from peers.

The researchers recommend that the science learning competence of the students, both in scientific inquiry and communication, must be continuously improved in order for them to become better in performing academically in their Science subject.

Keywords: scientific inquiry, communication, science learning competency

**SOLID WASTE MANAGEMENT AWARENESS AND PARTICIPATION  
OF JUNIOR HIGH SCHOOL STUDENTS**

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**Abstract**

Solid waste management (SWM) is one of the biggest issues worldwide due to the rapid urbanization and population increase. Awareness and participation to SWM should start at home. Engaging students to SWM even in the midst of distance learning during pandemic can help reduce environmental harm. Thus, this study was conducted to determine the level of awareness and participation towards SWM among respondents.

The researchers used descriptive correlational research design to gather data from 138 Junior High School students enrolled at Union Christian College using a survey questionnaire. Weighted means were used to describe the awareness and participation to SWM, while Pearson Product Moment Correlation was used to determine the significant relationship between the variables.

The findings show that the students have good grasp of knowledge in the basic concept of solid waste, improper disposal, prohibited activities, school initiative of SWM, importance of solid waste management, roles and responsibilities as a student and sources of information toward SWM. Most notably, they are highly aware of its importance. However, students have a lack of knowledge regarding the laws and ordinances related to SWM. The findings also indicate that the students know how to properly segregate, reduce, reuse, recycle, and dispose of waste. While the findings indicate that they know and practice SWM, there is a need to enhance these and to make them at optimal level. Furthermore, there is a strong positive significant relationship between their knowledge and practice which means that the more they know about SWM, the more they will practice it.

The findings imply that the respondents are aware of SWM leading to its practice. To improve these areas, the researchers recommend the adoption of a home-based segregation plan is to further enhance the awareness and the participation of the respondents to SWM.

Keywords: solid waste management, SWM awareness, SWM participation

## **STATUS OF FAMILY EXPRESSIVENESS AMONG SENIOR HIGH SCHOOL STUDENTS**

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### **Abstract**

Self-expression enables students to articulate their thoughts, behaviors, and preferences, fostering introspection and personal growth. Family self-expressiveness, meanwhile, pertains to the encouragement and ability of family members to openly convey their thoughts, feelings, and individuality within the familial context, underscoring the importance of accountability in safeguarding the well-being of young individuals. The study aims to describe the family expressiveness of the respondents.

This is quantitative descriptive-correlational design that surveyed 138 Senior High School students at Union Christian College. Weighted mean, standard deviation, and Pearson Product Moment Correlation were the statistical tools used.

The findings revealed that the respondents highly value self-expression which means that they prioritize individuality and the freedom to communicate one's thoughts, feelings, and identity authentically and openly. The respondents have a high extent of family self-expressiveness, however there is a need to further improve since there are areas wherein they are not open to their families about their sorrows or their joy. Family self-expression is also beneficial in various areas. There is a strong significant relationship between valuing personal self-expression, and family expressiveness.

The study implies that the respondents value self-expression, but they still need to improve their openness to their family. The researchers recommend highlighting family-oriented activities, placing emphasis on student-parent interaction mediated by the school.

Keywords: family, self-expression, and students

## **STATUS OF PERSONALITY DEVELOPMENT OF SENIOR HIGH SCHOOL STUDENTS**

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### **Abstract**

Personality development refers to the process by which the organized thought and behavior patterns that make up a person's unique personality emerge over time. This ensures that all learners acquire the knowledge and skills needed to promote sustainable development. This study investigates the status of personality development, and the extent of effect of different factors on it.

The quantitative descriptive design surveyed 138 Senior High School students. Weighted means and standard deviation was used to analyze the status of personality development. The said descriptive statistical tools and regression analysis was used to analyze the extent of effect of the different factors to personality development. Analysis of Variance and T-test was used in comparing the status of personality development of the respondents when grouped according to their profile.

The findings show that the students have high development across all areas of personality development, and that the factors that affect their personality development are perceived to be high. Despite students displaying a strong capacity for self-reflection and personal growth, as evidenced by their highest ratings in these areas, there is a notable disconnection where they fail to recognize the significance of the school's dedicated programs for their overall personality development. Life experiences, personal values, and social-interpersonal influences significantly affect the formation of an individual's personality, while the effect of cultural and environmental factors is negligible. Significant differences were also found in grade point average and family size.

The findings indicate that students exhibit high levels of personality development, yet they perceive external factors as highly influential, revealing a disconnect in recognizing the impact of dedicated school programs; meanwhile, life experiences, personal values, and social influences notably shape personality, with grade point average and family size also showing significant differences. The researchers proposed a Personal Development Planner as an effective intervention to enhance the status of personality development of the students.

Keywords: personality, development

## **TAXONOMIC INVENTORY OF HARDWOOD TREES**

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### **Abstract**

Hardwood plants play a crucial role in maintaining ecological balance and providing a habitat for various species. Understanding the biodiversity of hardwood plants is essential for conservation efforts and sustainable management practices. Union Christian College serves as a unique location to study the diversity of hardwood plants due to its varied ecosystems and geographical location. A taxonomic inventory of hardwood plants was conducted in Union Christian College to explore the biodiversity of hardwood plants.

Documentation was conducted to identify and collect data on the different species of hardwood plants. Information on the scientific name, common name, local name, and frequency was recorded. Their conservation status was also determined using the catalog of Department of Environment and Natural Resources (DENR) Administrative Order 2007-001.

The findings revealed that the school houses six hardwood plants. One of the most important trees within this area is the pair of Velvet Apple Trees or Mabolo (*Diospyros blancoi*). These trees are particularly fascinating due to their rarity, as they are endemic to the Philippines, are categorized as critically endangered, and that they thrive in an urban area, right at the heart of the city where the school is situated. The existence of four Narra trees (*Pterocarpus indicus*) in UCC which are also critically endangered. Other hardwood trees include one Governor's Plum Tree or Seriales (*Flacourtia indica*), three Mango trees (*Mangifera indica*), one Madre de Cacao (*Gliricidia sepium*), and one Jackfruit tree or Langka (*Artocarpus heterophyllus*). These trees are not vulnerable species but still require proper care and conservation.

The results of this study provide valuable insights into the taxonomy and status of hardwood plant species growing in an urban location. Understanding the status of these plants not only enhances the knowledge of plant diversity in an area but also contributes to its conservation efforts. Further research on the distribution and ecology of hardwood plants in this area can help inform conservation strategies and ensure the preservation of these valuable plant species.

Keywords: Hardwood

## **WORK IMMERSION PREPAREDNESS OF GRADE 12 STUDENTS**

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### **Abstract**

Work immersion is a crucial step for Grade 12 students, serving as a bridge between their academic journey and the professional realm. While some students exhibited great excitement, others expressed nervousness and lacked confidence in facing the realities of the professional world. The researchers aimed to determine the level of preparedness of students participating in the work immersion program from the students' perspective.

This study employed a quantitative descriptive design, surveying 94 Grade 12 students enrolled at Union Christian College. Weighted mean and standard deviation were used to describe the level of preparedness of the respondents in their core skills and wellbeing aspects, and t-test for comparing their level of preparedness when grouped according to their profile. Their findings were triangulated with qualitative responses.

The findings indicated that students exhibited high levels of preparedness in their core skills, with communication skills scoring the highest while technological skills scoring the lowest. Moreover, students demonstrated a high level of preparedness in their well-being aspects, with emotional preparedness receiving the highest score while social preparedness the lowest. While they perceive that they are prepared for immersion, the scores signify the need to improve their preparedness. Moreover, there are no significant differences in preparedness levels based on profile variables, implying that all students have similar levels of preparedness regardless of their personal characteristics.

The findings can inform educational institutions about the essential preparations needed for students' successful transition into the professional realm. The study recommends adopting video advocacy material to help students prepare for work immersion.

Keywords: work immersion, preparedness, core skills, well-being