November 2022
5th SIMP-AAG-UCC Joint Multidisciplinary Research Conference Abstracts

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Central Ilocandia College of Science and Technology, City of San Fernando, La Union

Keynote Speech

HERALDING THE FULL LIFE: OUR EDUCATIONAL AGENDA
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Fellow pilgrims in the academe and the never-ending educational journey. May the peace of the heavens be with you.

Union Christian College has adopted as its theme this school year, "Heralding the Full Life: Our Educational Agenda." This thematic emphasis revisits the raison d'etre of our College, a former mission school committed to bringing the good news of the full life to the communities in the region during the turn of the 20th century. A century and twelve years later, and after our harrowing experience of the global pandemic, the vision of full life, more than ever, continues to inform, inspire, and nourish our perspectives on what whole-person education is about. It is about the full life.

The full life is our agenda.

The vision of a full life is an age-old quest for humanity. This is present in the dreaming and cosmo-visioning of ancient communities, in the imaginations of every know religion, in the philosophical reflection of sages and philosophers, and in the many social and scientific revolutions that transpired and are happening in our contemporary world.

In the Judaeo-Christian tradition, the full life is the realization of shalom, and shalom is the sum of interhuman justice, material satisfaction, and spiritual fulfillment

However universal the vision of the full life is, not all agree on how the full life should be distributed and appropriated. This is the sad story of humanity. In a popular religious metaphor, the human aspired to become like God and cut the cord that binds him or her to his/her siblings. Humanity, as a result, was divided between the strong and the weak, the haves and the have-nots, the powerful and the powerless, the rich and the poor. The full life was then appropriated to mean the state of living within the upper tip of a social pyramid beyond the access and experience of the mass of humanity. This became the order of life. What is true in the human commune is also true in the wider ecological order. The human put himself/herself atop the ecological pyramid and had his/her dominion destroy the web of life leaving the earth mortally wounded and gasping for breath. It is primarily due to this ecological injustice that we are experiencing these days the fury of climate change and global warming.

We have been, for two years, forcibly quarantined because of the global pandemic. It was the worst of times for those who are not in the zones of war. But what further pushed us to cynicism, fear, and despair is the infodemic that is at its most toxic during this period. This infodemic is vicious in that truth and science became the immediate casualty. We are seeing today how pseudo-science is invading us and contributing to our mismanagement of the crises, thus unnecessarily prolonging our difficult situation. The lament of academics like us is that we have spent years of our lives studying, teaching, researching, writing, publishing, and sharing ideas, practices, and critical information in the service of our shared emancipatory agenda only to see the products of our labors and our contributions unappreciated if not summarily dismissed as simply a buzz among the deafening buzzes of swarms of glorified "Maritesses."

It is extremely disheartening when the lifetime work and commitment of researchers-scholars are casually distorted, twisted, and erased while lies and half-truths are peddled as truth on social media. This has become more disturbing and enraging in recent years when even the learned and highly credentialed consent to this all-out assault and undermining of well-researched and well-established historical facts. It is the irony of all ironies that, in the age of social media when communication,

information, and transportation technologies are revolutionizing toward the zenith of our "fourth industrial" imagination, truth and real, deep connectedness are the casualties. "Lies laced with anger and hate" as the popular saying goes, are "spreading faster than boring facts." Contrary to the common perception that the technological revolution and its social media aspect promote social connection and cohesion, indicators point to fragmentation in the global commune. What is happening on social media is happening in our day-to-day lives. The violence that we witness online is being replicated in real-world violence even as real violence is being played out in social media. This is a vicious cycle that goes with whatever good is heralded by current technological and scientific innovations.

In the regime of the "new normal," the highly contagious virus of half-truths and lies gets "normalized" and becomes an organic part of us. Truth is the casualty when lies and half-truths get normalized. The researcher scholars' fear of people becoming impervious to facts has come to pass. "Without truth," says the Nobel Peace Prize awardee, Maria Ressa, "we cannot have trust. [And] without trust, we have no shared reality, and it becomes impossible to deal with our world's existential problems." In this situation, whatever are our experiments on democratic reordering crumble from within and popular authoritarian regimes fill in the vacuum. Indicators pointing to this reality are alarming and we do not need to go far to sense this. When not addressed in due time and lies and half-truths become the staple in the regime of the "new normal," our society's very foundation crumbles bottom up.

We were witnesses to the resilience and radical hoping of the mass of our population, but resilience is not enough. Our resilience must translate into hope, and our hope into action. We need to metamorphose into something new. We are now at the end of our cocooning. For some two years, we were forced to cocoon, and cocoon we did. In the life-rite of butterflies and moths, cocooning means transformation: the shedding-off of our old selves and the embracing of a new one. We were in a liminal zone and just now, on the threshold of something new. Not quite the new normal but post-new normal. The new normal is wanting. In the education setting, the new normal is simply re-tooling and re-skilling in the service of the social mess that was the old normal. In contrast, the post-new normal perspective pushes for the more transformative agenda of our educational work - in achieving something beyond the limited imaginations of the architects of our social madness.

Should not this be the paradigm of our research work? To look for ways to overcome the social madness that contributed to our being on edge of civilizational collapse.

We need to know how to extricate ourselves from the social madness that is increasingly crippling us. We need science in every step we make and take - toward our complete physical, social, and spiritual healing. Mass paranoia, mass hypnosis, and religious agitation must give way to a more scientific understanding and rational discernment of the signs of the times.

The relationship between our academic work or research work to the social vision of Shalom or the full life is like a jigsaw puzzle. We and our work are some of these jigsaw pieces. We may not see the immediate relevance of our work, but it is part of a grand design towards affecting the full life.

The vision of SHALOM may have been lifted from religious reason, specifically, from the Judaeo-Christian scriptures, but this religious reason, using the "translation" method of both John Rawls and Jurgen Habermas, can mean sustainable development. What has been enumerated by the UN as its 2030 Agenda for Sustainable Development included the following:

1. No Poverty
2. Zero hunger
3. Good health and well-being
4. Quality education
5. Gender equality
6. Clean water and sanitation
7. Affordable and clean energy

8. Decent work and economic growth
9. Industry, innovation, and infrastructure
10. Reduced inequalities
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below water
15. Life on land
16. Peace, justice, and strong institutions
17. Partnerships for the goals

These may be temporal appropriations of the grandiose vision of the biblical shalom but are strategic to the survival and flourishing of human and planetary life. They also negate the realities that we are experiencing in the present under the regimes of both the old and new normal.

Our ACSCU hopes to contribute to addressing these 17 SDGs through research and the establishment of research centers. To quote Judge Benjamin Turgano, President of ACSCU,

> *"We recognize that we need to respond to, engage with, and purposefully shape the biosphere to develop a sustainable future for everyone. This demands that we establish multidisciplinary and transdisciplinary research centers and institutes addressing global and national issues. These centers will allow our faculty members, students, and researchers to collaborate in various research. This will provide opportunities to connect with foreign organizations, universities, and institutions who may be interested to collaborate with us and support research initiatives and programs in the field."*

This is where I locate our research event these next few days. First, it is located in our difficult post-pandemic world made worse by pseudo-science and the infodemic; second, in our struggle to make sense of our world and in the context of our realization of our agency as academics and citizens of our national community, our world, and our planet; and thirdly, in our vision to make our research projects contributory not only to our vocational and professional growth and institutional development but most importantly, to bring about the vision of the full-life for all.

BUSINESS

A Review on the Unsustainable Operations
of Major Fast-Food Chains in the Philippines

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Abstract

Fast-food chains hold massive market shares in the Philippines, and they actively respond to the massive demand for cheap and easy to acquire food. Nonetheless, they also pose various problems due to poor working standards and promote unhealthy eating habits. Their operations also involve unsustainable practices related to plastic usage and waste disposal that have contributed to the environmental degradation in the country. Hence, this study aims to analyze how the unsustainable practices in the operations of major fast-food chains in the Philippines can be addressed. This includes identifying and understanding the short-, medium- and long-term implications of the unsustainable practice and its possible relationship to the operations management of fast-food establishments. To address the problems found in the mentioned food industry, the researchers recommend specific potential mitigatory solutions. To conduct this study, the researchers applied the mixed-method design that consists of content analysis, survey questionnaires, and interviews with experts. The descriptive method of research that illustrates and explains situations is also used. Moreover, the 30 participants with related backgrounds to the topic (e.g., fast-food chain consumers and experts in food services) are picked through the Random Sampling technique. To ensure the confidentiality of gathered responses and privacy of the respondents, the researchers employ various ethical considerations in conducting the study. In terms of the customer psyche, this research finds out that there is a correlation between the values and practices of fast-food restaurants concerning the preservation of the environment. Customers perceive an establishment that utilizes unsustainable practices such as single-use plastic straws as a profit-driven business. This happens because most consumers now are against such environmental-damaging habits. This is intertwined with the finding that there is a growing belief that businesses need to practice social responsibility, especially toward environmental concerns. Furthermore, this supports the direct correlation between the awareness of unsustainable practices of fast-food chain buyers and their consumption patterns.

Additionally, unsustainable activities are strongly linked to the operational management of fast-food chain industries. This is primarily rooted in the market commodity nature of food, wherein food is exchanged on a commercial basis and free competition. Despite food being survival sustenance, food purchases are reduced to a customer footprint within a capitalistic market. Hence, the food market commodity nature and the competitive market of the food industry have resulted in unsustainable behaviors in all aspects of the food system. Nonetheless, the findings reveal that the company can implement specific practices to more sustainable practices. The researchers created various recommendations to ease the problems mentioned earlier, such as rewarding customers for bringing their own set of utensils, sourcing locally made products, and improving communication between consumers and co-workers. It is concluded that environmental awareness and sustainable practices are essential in the operations of the fast-food industry, and it can be achieved through various means.

Keywords: unsustainable practices, fast-food chains, operational management, sustainability, environment

Corporate Social Responsibility in Pandemic COVID-19:
An Assessment in Hospitality Industry Marketing
as Basis for the Industry's Future Strategy

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In the past, selling goods and services was the focal point of every business industry. The transition of time has proven that Corporate Social responsibility is equally important. Corporate social responsibility (CSR) is a self-policing corporate strategy that enables an organization to be socially accountable to its customers, employees, and stakeholders. It has then become a new model of modern business competition. The Hospitality Industry is no different. The hospitality industry was and has always been a customer-oriented business. Such services include cleanliness, comfort, VIP treatment, and health priority to all stakeholders, customers, and the environment. During the pandemic COVID-19, however, businesses were racked, global finances dwindled, and customer loyalty was greatly diminished. Survivability was then a priority. The situation above demonstrates the struggle of every business. Has the pandemic brought the ultimate catastrophe, or should there be a lesson to learn from? The objective of this study is to analyze the effects of the pandemic on businesses, especially the hospitality industry for future business strategy.

The researcher used a combination of two methods. First, studying different literature. Different works of literature were already published at this point and the researcher was able to compile thoughts from different authors. By studying different research, the researcher was able to clarify some variables related to this study. Multiple case-study research was also studied. The second is the descriptive research design which intends to describe facts and clarify some issues. By using the said research design, the researcher was able to conceptualize the focus of this study.

"How does corporate social reasonability connect with customer satisfaction? According to Khawaja, Ali, & Mostapha (2021), there is a relationship between corporate social responsibilities, service quality, customer satisfaction, brand loyalty, and customer perceived value. Customer satisfaction is the result of service quality, customer perceived value, and brand loyalty.

How does CSR contribute to customer satisfaction during the pandemic? The other side of experience in the pandemic has opened opportunities for re-evaluation and planning. While businesses were suffering from rising unemployment, losing profit, low productivity, looming household expenditures, psychological fatigue, and loss of product values. CSR must recover positive brand images through policies that would address health issues, restore product values, financial statements, strengthen employment conditions, and restructure the supply chain. In return, these will reflect stakeholders' satisfaction.

What is corporate social responsibility in the hospitality industry? Throughout the onset of pandemic COVID-19, hotel employees became resilient, more cooperative, and proactive, and considered partners in managing the pandemic. Also, CSR has a very important role in promoting employee safety, upholding employee morale, and helping improve future hotel development and strategies.

What are the challenges of the pandemic in hospitality marketing? Thus, the travel restrictions and the reluctant visitors contributed to the decline in hospitality industry profitability. Nonetheless, the study also showed that aside from safety reasons, customers were also more loyal to establishments with high regard for corporate social responsibility. According to Qiu, et al. (2021), preserving the hospitality firm's value was paramount. CSR has a very important role to sustain hospitality market performance and its value to employees, customers, stakeholders, and the communities.

CSR was necessary to maintain the company's image, retain customers' brand loyalty, and preserve a safe and healthy environment. In the hospitality industry, CSR during the pandemic remained constant; It was the continuous commitment of every hospitality establishment to maintain a safe and healthy environment, according to Abram & Jarząbek (2016), CSR in the hospitality industry includes ensuring the health and safety of all employees and the guests and reducing unhealthy effects in the environment and respecting the cultural values of the company and the community. The sustainable development goal (SDG) of the hospitality industry forms a major part of the CSR such as the integration of local cultural values into hospitality visions is an additional experience for all forms of stakeholders. These principles and practices can be applied in the marketing strategies of the industry, for it was always the goal of the hospitality industry to provide safe, healthy services along with comfort, these will attract quality-conscious customers.

Farm Tourism Marketing: A Consumer Insight Review

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Farm tourism as a diversification strategy of family farms is gaining significant growth across the world. This study reviews the research journal from 2002 to 2022 on farm tourism marketing focusing on consumer insight research stream. Based on content analysis, published journals were classified into consumer behavior, expectation, motivation, and perception with four research journals; consumer satisfaction and loyalty with two research journals; consumer preference on activities, products, and services with three research journals; consumer profile in direct farm products marketing in farm tourism setting with one research journal. Limited research literature was available regarding consumer profile in direct farm products marketing. A common reason for visiting a farm is for relaxation from the busy urban lifestyle and to enjoy the peaceful setting of the farm which also includes experiencing farm activities, availing of local produce, and tasting local cuisine. This study summarized pointers for identifying the target market, product, and service offerings, enticing revisit, and developing loyal customers. Consumer satisfaction is influenced by several factors such as farm facilities and infrastructure, farming activities, quality of service, farm external environment, and rural lifestyle. Consumer revisit and loyalty to farms are influenced by the quality of the service and healthy image of the farm. Several market segments were identified by different researchers based on either psychographics (allocentric, psychocentric, mid-centric) or degree of farming experience (passive or active). Consumers have a higher preference as well for picking orchards near the city and near major tourist spots as an easy weekend vacation and as a side trip tour, respectively. Preference for direct farm markets varies on demographic profile of the consumers. This study aimed as well in contributing to the academe by identifying future research opportunities.

Keywords: Farm Tourism Marketing, Consumer Insight Review, Content Analysis Farm Tourism

Adaptation to the Current Changes and Challenges after Covid -19 Pandemic: A Prospects for the Growing and Shaping Trends in Hospitality Industry

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The focus of the study uses a multiple case study approach to explain how more businesses are suddenly required to handle a situation and come up with new solutions to problems in any aspect of their operations. The researcher participated in the analysis of data that was led and discovered several trends pertinent to the study's subject, which were then presented and used in other pieces. To figure out the prevailing condition of the study. Identify any gaps, evaluate, and choose the sources, create a rough outline of the structure of the literature review, and then write the literature review. A thematic review of the literature was utilized to analyze and present the actual problems and issues of the implementation, in which the researcher can construct the study's conclusion and provide a descriptive response to each of the questions raised by the study's objective.

Hospitality Industry 4.0 technologies were implemented in the hospitality sector, where it explores how these innovations might aid the fight against global warming. Using various technologies in the delivery of services will be necessary for the COVID-19 environment to reduce human-to-human contact. Therefore, innovation can support superior performance in retail and hospitality businesses, is mostly internal and non-technical, and involves business models.

Most hotels have old and worn-out rooms, high labor costs, high training, and retraining costs, and high –interest rates on loans for new hotel development projects, which have hampered the growth of the hospitality industry. Therefore, the government must place a concise policy and accommodate potential and essential needs for the recovery of the economy. Online reviews are still important during the COVID-19 pandemic, as they give customers the confidence to choose restaurants. to aid eateries in better comprehending patron needs and carrying on with current operations. Hygiene and protection, reorganization of internal work, reorganization of the service landscape, investments in technology, and digital innovations, reorganization of customer waiting times, employee training, and updated communication; are the seven security measures. Customers' intentions to return have significantly and favorably changed because of the introduction of new training programs. Most visitors favor accommodations with stringent hygiene standards and staff members who appear more concerned with their safety when providing services. Significant changes have been made to marketing channels and service strategies and implementing the new training has had a hugely positive impact on visitors, intentions to return. Innovation helps businesses to survive the current economic crisis and utilize cutting-edge technology and new ideas for staying competitive in the future.

Government regulations and COVID-19 physical distance practices have acted as catalysts and encouraged the digitization of hotels, which also other industries show the context of service customization made because of operational restrictions; is likely to become permanent depending on customer acceptance. The hospitality industry must be complex and flexible in a modern networked world. The use of IT innovation in cooperation with the understanding of the process may have an outcome and its process may involve the new business model. There are some important understanding of patron needs and the care of the current operations. Hygiene and protection, reorganization of internal work, reorganization of the service landscape, investments in technology, and digital innovations, reorganization of customer waiting times, employee training, and updated communication, are the seven security measures identified.

The Perceived Impact of the Master of Business Administration Program of the Divine Word Colleges in the Northern Province

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Introduction

Educational leaders in the new millennium face a dramatic state of uncertainty. There is a great deal of pressure to achieve a range of performance expectations in a climate of productivity and financial accountability. The need to accelerate national development activities through human resource development is felt so urgently today more than ever. Graduate education being the apex of the educational system is challenged to showcase the best of academic and intellectual products. It is expected to take a lead role in enhancing the quality of Philippine higher education through the offering of programs that are responsive to local and international standards of quality and excellence. Moreover, the prevailing economic crisis sweeping the country and the world impedes the successful attainment of the twin goals of quality and excellence. The delivery of quality education is a function of how far educational resources both human and material can go, hence, harnessing scant educational resources and putting these to optional use is a big challenge for all institutions.

Recent studies conducted by the Commission on Higher Education (CHED) through the Fund for Assistance to Private Education (2004) entitled "Evaluation of Graduate Education of the Philippines" (EGEP) revealed that the operation of these graduate programs, namely: teacher education, business education and public administration are spread over a wide range in a term of quality. Aside from the very few institutions recognized by the evaluators as "outstanding or superior" which can be considered as leaders and centers of excellence on development in their regions, a sizable number may be considered "very good"; the bulk "fair" and many "low or poor". Several recommendations specific to each graduate program were identified, one of them is the conduct of systematic tracer studies to find out how graduates are doing and assess the impact of their training to themselves, to the organization, and society.

Arcelo (1996) opined that higher education must go beyond the academic realm. It must focus on providing the skills, knowledge, and values that enable graduates to contribute meaningfully to accelerate economic, political, spiritual, and social development and thus enhance their role in society as responsible and productive citizens. The challenge is even greater for graduate schools which envision themselves to be a center for training and development, to be a provider of locally and globally competent leaders, whose professional competence, ethics, and keen sense of Filipino culture could be harnessed in pushing the frontier of knowledge and in delivering vital community services for the enhancement of the quality life in Philippine society. It is in this light that the impact of DWC's Graduate school in the MBA program was delved into in this study. For one, data would be established as to whether the graduate is accomplishing its vision of developing competent leaders who can become catalysts of change and development in their organizations, and eventually in society. For another, well conducted assessment studies should be able to uncover systematic gaps and shortcomings that management can address by revisiting the curricula. The findings of the study therefore would be helpful in assessing the effectiveness of the MBA program in terms of graduate's feedbacks on how they perceive the impact of their training in the graduate school would be very insightful in assessing the effectiveness of the programs, and in evolving need-driven improvements.

Methodology

The respondents of the study were the 59 graduates of the MBA program in the school years 23008-2009 to 2009-2010 and those presently enrolled. To determine the sampler for the study, random sampling was used. Out of 65 graduates, only 59 responded for about 91 percent retrieved

rate. The 59 respondents represent: 32 respondents from Divine Word College of Vigan; 14 respondents from Divine Word College of Laoag; the rest, 13 were from Divine Word College of Bangued.

The descriptive survey method of research was employed in the study. A locally constructed questionnaire was utilized extensively to survey the impact of the Divine Word Colleges: Divine Word College of Laoag, Divine Word College of Vigan, and Divine Word College of Bangued Graduate School in the Master in Business Administration (MBA) Program.

The questionnaire consisted of four parts. Part I solicited the data on the four personal factors of respondents. Part II contained the questionnaire checklist adopted from Cruz (2007) to identify the level of assessment of graduate students in the MBA program in terms of program relevance, faculty qualification, research facilities, adequacy of classroom and laboratory facilities and adequacy of library facilities. Part was composed of questions pertaining to the impact of the MBA program which was measured in terms of graduate's productivity, professional development and advancement, professional recognition, and social and economic factors. Part IV consisted of the graduates' perception of the extent to which the following program goals were addressed by their training.

Descriptive statistical procedures like frequencies and percentage were used to categorize the respondents according to the phenomena of employment factors. Weighted means were used to determine the assessment of the graduate school and the impact of the MBA program to the extent to which the program goals are addressed by their training. The differences in perceptions of the graduates across schools were examined using the One-way Analysis of Variance procedure or F-test. Scheffe Test was utilized to determine the result of the significant differences."

Profile of the Respondents

The survey revealed that a greater number of the graduates, that is 46 or 77.96 percent, are aged 28 and above, only 13 or 22.04 percent have ages 27 years and below. In terms of gender 37 or 62.72 percent were female, while the male accounted for 22 or 37.28 percent. The married respondents registered the highest employment rate of 36 or 61.02 percent, the single counterpart accounted for 21 or 35.59 percent while the widowed had the lowest employment rate of 2 or 3.39 percent. Moreover, none of the respondents was separated and unemployed. The nature of the graduates' occupation can be described in four categories of employment: 28 (47.45%) are employed as professional and technical workers; 11 (18.65%) are occupying administrative and managerial positions in various government and private offices. Eleven or 18.65 percent of the MBA graduates are employed as clerks or related workers as bookkeepers, cashiers, bank tellers or computer operators. Three or 15.25 percent are engaged in sales doing insurance and real estate business.

Results on the overall assessment of the graduate school is "Very Good" where the mean rating is 4.07. In the component Faculty Qualification was rated excellent ($x=4.60$). The following components: Program Relevance ($x=4.14$); Research Facilities ($x=3.97$); Classroom and Laboratory Facilities ($x=3.75$); and Library Facilities($x=3.75$) were all rated "Very Good".

The perception of the MBA graduates on the impact of their graduate training on job productivity has a "great extent" of effect in terms of improved self-confidence ($x=4.44$), improved job knowledge ($x=4.22$), and improved communication skills ($x=4.20$). "Great extent" of effects was also reported in terms of improved research skills as shown by the obtained mean value of 4.11. The same trend of effects was reported by the MBA graduates. It may be gleaned that the training provided by the graduate schools contributed to a "great extent" with a mean rating of 4.24.

Results of the survey shows that when the perceptions of the MBA graduates were taken as a whole and their perception on the impact of job productivity was compared by institution, a highly

significant differences is evident as backed up by the computed F-value of 6.48 where the significance level exceeded the 0.05 level of significance.

This implies the MBA graduates of DWC Bangued were not in agreement that their graduate training contributed to a great extent in their professional development. Their training did not enable them to be actively involved in policy formation and program development, project monitoring and evaluation, in human resources development and in giving lectures and seminars.

The impact of their graduate school training on the professional development and advancement of the graduates was assessed through six different indicators. The MBA graduates agreed that their graduate training contributed to a "great extent" in their professional development. Their training enabled them to be more actively involved in policy formulation, program development, program monitoring and human resource development, giving lectures and seminars and rendering consultancy services. This was shown by the obtained mean values ranging from 3.55 to a high 3.87.

When the perceptions of the graduates were taken as a whole and their perception on professional development were compared by institution, an insignificant difference supported by a computed F value of 0.38 where the significance level failed to reach 0.05 level. This means the respondents agreed in their perceptions that their graduate training produced a very positive impact in their professional development and advancement. The graduates also identified other benefits accruing to the pursuance of their graduate training. They have perceived that their training developed in them the interest in research and other developmental studies.

To a "great extent", the respondents perceived that their training developed in them the interest in research and other development studies. This finding is quite noteworthy considering that no tenets in higher education are held in higher regard than the appreciation or better still commitment of students to knowledge for its own sake.

Insignificant differences also prevailed in the perception of the graduates on the impact of the MBA program towards professional recognition when compared by institution as backed up by the computed F value of 0.23 which has a significance level below 0.05 level. Other reports supportive of the interest in development undertakings is their active participation in professional organization.

As shown by the obtained values of the MBA graduates and graduates, students perceived that their graduate school training contributed to a "great extent" in improving their communication skills (x = 4.14), management skills (x = 4.1) and leadership skills (x = 4.0). These are three important life skills in today's complex society. Our society breeds more and more organizations every day. In each of these organizations, managing and leading are essential activities.

The perception of the MBA graduates and graduate students on the impact of the MBA program on their socio-economic status, when analyzed using the F test revealed a computed F value of 0.95 where the significant level is 0.05.

The respondents in the MBA Program in the three Divine Word Colleges in the Northern Province perceived that the extent to which the graduate school goals have been addressed by their training had been achieved to "great extent" in varying point weights.

"This finding indicates that the MBA graduate program is in the right direction, gaining headway in its vision of developing competent leaders in the area of business management. Grounded with sound management principles and theories and with sufficient exposure to contemporary issues and problems, the graduates can be expected to become catalysts of change and development in business organizations.

This indicates that the graduates have very good impressions of the pool of the faculty members in terms of qualifications; the program of studies are consistent with national and institutional goals and objectives; the quality of research activities done by faculty and students reflects the intellectual climate in the institution.

Considering these levels of perceptions of the graduates of DWC's in the Northern Province as regards to job productivity by institution, comparison was made by means of One-Way Analysis of Variance (ANOVA) Computation, the summary of which is presented in Table 4.

This significant difference could be traced from the perception of the graduates from the DWC Bangued as compared with those of DWC Vigan and DWC Laoag.

All the MBA graduates felt that their graduate training produced a very positive impact in their professional development and advancement as revealed by the overall mean of 3.78. If there is one area that they feel has not been maximized, it is doing consultancy services to clients.

This finding is quite noteworthy considering that no tenets in higher education are held in higher regard than the appreciation or better still commitment of students to knowledge for its own sake. Research is indeed central to the work of higher learning (Bowen, 1987). Through systematic efforts to develop a research culture in the graduate school has been put in place, much remains to be done in creating the desired climate. The comment that the graduates feel that their graduate training has somehow developed their interest in research reflects a fresh note that the scientific effort to develop a research culture has not been devoid of meaning.

The comment that the graduates feel that their graduate training has somehow developed their interest in research reflects a fresh note that the scientific effort to develop a research culture has not been devoid of meaning.

The graduates likewise reported that their training has given them opportunities to be invited as speakers or lecturers in seminars and to receive recognition in the form of awards or citations for professional service.

It is likewise impossible to perform any managerial function without communication, which is the process of exchanging facts and ideas between two or more people. If the graduate feels that their training has contributed significantly to developing these skills, then the Graduate School can be said to be on the right track in its vision of developing professional leaders in the field of business.

This means that insignificant differences exist in the perceptions of the respondents as to the impact of the graduate school training on their socio – economic advantages. These are: (1) providing for a graduate education that is Catholic and Divinian in character and responsive to local and international standards of quality and excellence; (2) promoting the development of critical thinking among students in the analysis of issues and concerns; (3) training students to become agent of change in organizations through knowledge development and technology transfer; developing leaders grounded with sound management principles and theories and with sufficient exposure to contemporary issues and problems; and (5) create a nationalist perspective in responding to issues and problems. The overall mean of 4.30 indicates that the goals of the graduate school have been achieved to a "great extent".

Toward a Responsible Business Taxation
in the Philippines from a Practitioner's Eye

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The Tax Reform for Acceleration and Inclusion (TRAIN) Law, Republic Act No. 10963, which was signed into law on December 19, 2017, by President Rodrigo Duterte, reduces the taxes that small business owners are required to pay. The TRAIN Act modifies our prior tax system. The principal features of the tax reform are a decrease in the personal income tax and an increase in the consumption tax. Individuals whose taxable income does not exceed P250,000 per year are exempt from income tax. The exemption for those earning the minimum wage is retained in the revised tax system. The TRAIN Act is intended to generate revenue to achieve the 2022 and 2040 visions of the Duterte administration, namely the eradication of extreme poverty, the establishment of institutions that provide equal opportunities to all, and the attainment of the status of a high-income nation. It also seeks to make the tax system simpler, more equitable, and more efficient.

The Tax Reform Package 2 that President Rodrigo Duterte signed into law on March 26, 2021, via the Corporate Recovery and Tax Incentives for Enterprises (CREATE) Act and Republic Act No. 11534, went into effect on April 11, 2021. Under the CREATE Act, the corporate income tax (CIT) rates for domestic corporations were reduced from 30% to 25%, retroactive to July 1, 2020. The CIT will be reduced by an additional 1% per year for the next six years and eventually reach 20% beginning in 2027. As a response to the COVID-19 pandemic, this bill will help both domestic and foreign companies that do business in the Philippines.

With these two tax reform packages, taxpayers and businesses are relieved of the burden of paying high tax rates and can redirect funds to other operating expenses and the improvement of the business' current situation. In my accounting career, I served as a bookkeeper and tax agent for various businesses. I am exposed to the various obstacles these businesses face. I also serve as a consultant and financial advisor to my clients. As a businesswoman myself, I understand their challenges, but in business, the integrity of an entrepreneur also matters, such as the way you interact with clients and customers, compliance with government laws and regulations, and your Christian accountability. But I've seen a lot of business owners and entrepreneurs make mistakes with their accounting and taxes. Entrepreneurs and businesses are found engaging in improper practices such as inaccurate accounting and low tax compliance. The majority do not wish to report actual sales and receipts, resulting in a low level of tax compliance. This means that the government loses money instead of making money to pay for goods and services for the people.

The Bureau of Internal Revenue does not qualify or accredit many bookkeepers who provide services to various types of businesses. I believe that BIR is aware of them but does nothing to regulate them. Due to the rigorous screening and requirements, there are a limited number of licensed public practitioners across the nation. Public accountants are carefully checked out by the Board of Accountancy and other agencies like the Bureau of Internal Revenue, the Cooperative Development Authority, and the Securities and Exchange Commission. To be accredited by all these agencies, we must pass all these screenings and submit all the necessary documentation. We work hard in college to complete our accounting course, pass the board exam, and endure all the accreditations required not only by the Board of Accountancy but also by all other agencies requiring accreditations to practice; in fact, we have become the tax collection arm of the government, and finally, get rid of fly-by-night bookkeepers and stop more people from practicing public accounting by giving them help. But the question of accounting practitioners is, "Why is our government also silent about the illegal practices of these fly-by-night bookkeepers and fixers, who should not be practicing in the first place?"

If all entrepreneurs and companies, from small to large, conducted business ethically, issued receipts to all clients and customers, recorded actual sales and receipts, and complied with tax laws, then our

country would be a haven for the less fortunate, receiving government subsidies, more infrastructure, and fewer loans from large countries and the World Bank. And we do not require foreign company investments. And finally, eliminate fly-by-night bookkeepers and encourage more public practitioners by providing them with support.

The Impact of Corporate Governance to Business Performance: Meta-Analysis from Other Select Asian Bank Settings versus the Philippines

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Corporate governance has been a blueprint of many organizations across different industries. It is a concept that serves as a driver for firms to do well and good in terms of managing their business resources, systems, processes, and stakeholders. It can be likened to a code of ethics so that businesses can function well and ensure that it has rightfully complied with all regulations and business standards. Issues related to good governance still exists – whether they may be favorable or not. There are still other firms that do away with the set rules to be adhered to in the Corporate Governance stipulations. Specifically, banks, both local and foreign, still experience mishaps and the integrity of the board or management is still tested against circumstances. The weight of importance of corporate governance for investors and other stakeholders may not matter so long as their major or main interest is protected. However, the question of being sustainable relating to good governance should be established. When no one is looking, all deals done within the banking operations should always be ethically aligned in the Code set forth by the company. The adage "The end justifies the means" is not enough to verify that good governance is in place. The applicability of the aforementioned does not conform with the concept in this study. The means is very important as it becomes a standard and practice that will be difficult to change in the long run. Moreover, if you are used to doing it, to the point that it can also cause you to deviate from what is supposed to be rightfully and ethically done, then the process will collapse and eventually create lapses in the corporate governance system of banks. Different banks may have different practices and executions of what is called corporate governance. However, this concept is benchmarked and has a common denominator – that is, to be guided accordingly. The foundations set by banking firms should be in their culture or incorporated in their everyday operations so that stakeholders will be used to its customs and just do things naturally, and ethically.

As for the methods employed to analyze various related studies, observations and utilization of secondary data were employed. Eventually, the results showed that in the Philippines, it may be viewed for local banks to have integrity when it comes to monitoring mechanisms. Audit, both internal and external, is in place. Controls are a vital part of local banks' operations. There are various specialized units within the banking operations, whose thrust is very specific. There is a compliance unit, which is totally separate from the general affairs of the Legal department. The compliance covers concerns specific to depositors' welfare and regulations related such as Agri-Agra and due diligence. There is also a separate division that monitors various risks as identified usually by banks. Operational risk that covers fraud, market and liquidity risk that also cover interest rate risk, credit risk that maintains tools for loan defaults and behaviors, and business continuity management that ensures operations will not be hampered in times of fortuitous events. Eventually, such controlled measures have put local banks at their utmost integrity whilst attaining their profit-driven objectives.

Further, the meta-analysis is focused on select Asian setting only, not mentioning other areas or scope of practices from other borders or countries. Future researchers can dig dipper and create more variables to interrelate business performance and good corporate governance.

Keywords: corporate governance, business performance, monitoring mechanisms, Asian banks, risk, sustainability

Accounting Information System in Micro-Scale Cooperatives

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Introduction

As accounting faces growing challenges from financial opportunism, fraud rationalization, and intricate commercial transactions, the adaptability of Accounting Information Systems (AIS) within cooperatives becomes crucial. Recognizing AIS as information providers and the catalysts for AIS capabilities development can augment cooperative efficiency. This study investigates the usage status of AIS within micro-scale cooperatives in La Union and examines its impact.

Method

An electronic questionnaire was administered to 30 micro-scale cooperatives registered under the Cooperative Development Authority in La Union, spanning finance, agri-business, services, marketing, education, electricity, housing, and health sectors. Descriptive and inferential statistics were employed to analyze the collected data.

Results and Discussion

The findings reveal that manual accounting systems are predominantly used among various types of micro-scale cooperatives in La Union. Issues related to the risk of material misstatement are frequently encountered in these accounting systems. While there's strong appreciation for the potential benefits of faster and more convenient accounting systems, there's also hesitancy in adopting accounting software due to personnel discomfort.

Conclusion and Recommendations

Micro-scale cooperatives in La Union exhibit a level of comfort with their current accounting systems but also acknowledge the potential for improvement through modern technologies. The demand for the development of an online cloud-based accounting information system is evident. Based on the study's results, the following recommendations are put forth:

1. Micro-scale cooperatives should consider transitioning to an online accounting information system to expedite organizational performance and facilitate informed decision-making through timely financial reporting.
2. Personnel should receive capacity-building training in using online accounting information systems, ensuring effective adoption and utilization.

In a landscape marked by evolving financial challenges, the enhancement of accounting information systems holds the potential to not only streamline cooperative operations but also empower cooperatives to make well-informed decisions in a rapidly changing environment.

Keywords: accounting information systems, micro-scale cooperative

MSME Empowerment as a Key to Philippine Economic Recovery

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Abstract

Most business establishments in the Philippines are MSMEs. The basis for writing this article to examine the empowerment of MSMEs as a key to Philippine economic recovery. The present study addresses the gap and limitations in similar studies made in the Philippines through a thorough review of articles and publications relative to the contribution of MSMEs to the economic recovery of ASEAN countries. This paper was sourced from secondary data with a literature review approach. Previous research was used as benchmark to write and analyze the present study. The present study, applying the foregoing review to the context of Philippine economy, revealed that there had been major downturns in the MSME sector when pre-pandemic data and pandemic data were compared. This suggests that the pandemic adversely affected the MSME sector regardless of the industry it belongs to. The present study also denotes that no matter how resilient the Filipinos are known to be, when a global health crisis ensues, there is a possibility that no business can be marked safe from incurring losses and worse, recede and worst, close. However, with the assistance of the government and the MSMEs' willingness to cooperate, there is nothing to lose but everything to gain, especially for public welfare and economic development. The present study also noted that not only do these MSMEs help attain the SDGs but can also pivot any country towards a prosperous future. A similar study could be conducted in the future to investigate MSME empowerment in a broader context, such as other development strategies. Other studies may also be conducted to investigate the effect of MSME empowerment on the economy of other countries. Future researchers may also consider another variable such as but not limited to MSME resiliency.

Keywords: literature review, pandemic, MSME empowerment, economic recovery

Non-Human Resource Inventory Status as Basis
for a Sustainable Inventory Management System

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A system that manages the identification and documentation of every item in stock is known as inventory management, to ensure the regular and orderly production process, as opposed to the irregular yet disruptive effect of running out of materials or goods. Effective inventory management determines how an organization can increase its advantages. According to Barnawi and Arifin (2014), the management of school facilities and infrastructure, i.e., human resources that optimize the use of various types of facilities and infrastructure for the benefit of education in a particular school, is a vital component of a school's organizational structure. Subsequently, the objective of this study is to evaluate the status of UCC Inventory Management. The researchers believe that this study contributes to the improvement of the inventory management system at Union Christian College.

In this study, a descriptive comparative design was used to evaluate the status of the inventory management system at Union Christian College, including the placement of orders and requisitions, the turnover of requested supplies, and inventory management and maintenance. The participants of this study are employees of Union Christian College. A stratified random sampling technique was used and chose 60 respondents from the employees who provided responses to a structured questionnaire designed to solicit their views about the inventory management of Union Christian College. The researcher made the necessary arrangements for its administration after establishing the validity of the questionnaire. The researcher obtained a noted endorsement from their adviser. After receiving permission to administer the tool, the researchers coordinated immediately with Union Christian College personnel and the various departments to collect the required data. Descriptive and inferential statistics were used to treat the gathered data.

The results along with placement of requisition and order showed that the respondents identified this area as a constraint, which limited a smooth inventory management system for the institution. Apparently, material requests are not done ahead of time, which hinders the supply and property office to facilitate the procurement requests of the materials ahead of time. Meanwhile, the turnover of the requested material to the end-user was identified as a strength; however, monitoring of fixtures and school equipment earmarked to personnel was not keenly done, and was identified as a constraint. Comparing the responses to assure agreement showed no significant difference between teaching and non-teaching personnel and between and across offices and units. This means that the respondents agree with each other that the inventory management system of school fixtures, equipment and instructional supplies need a better systematic management for the benefit of all concerned.

The institution must make efforts to keep the furniture and fixtures in excellent condition to prevent errors or failures, as well as reduce the risk of injury and expense. The school needs to optimize inventory to maintain customer satisfaction and avoid financial wastage. The school must review the employees' work so that their skills are aligned with their tasks. The school must maintain the proper transfer of school property from administration to a designated property custodian and to the personnel. Furthermore, the school should implement a computerized inventory management system that allows for faster and more accurate inventory counts as well as real-time monitoring of inventory levels throughout the day.

Keywords: Inventory Management System, Status, Direction

Management Experiences on the Business Operations
of Lafaayette Luxury Suites Resort

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Introduction

Contemporary beach resorts are undoubtedly well-acquainted with the intricate workings of the industry, where the cornerstone of business prosperity lies in ensuring customer satisfaction. The guests in these establishments are typically discerning consumers who seek goods and services tailored to their desires and necessities. Against this backdrop, the study explored the unique experiences of proprietors within the tourism sector, specifically focusing on those affiliated with the esteemed Lafayette Luxury Suites Resort. This research was intrinsically geared towards addressing a fundamental inquiry: "What are the predominant narratives encapsulating the journey of the Lafayette Luxury Suites Resort throughout the challenging terrain of the COVID-19 pandemic?"

Method

The preparatory phase, preceding the commencement of data collection in December 2021, involved the judicious selection of a managerial participant through the meticulous application of criterion sampling. The ethical clearance from the Ethics Review Board further underscored the rigor and integrity underpinning this study's methodologies. Employing the Creswell phenomenology research design, the study penetrated the labyrinthine landscape of the chosen participant's experiences, elucidating the nuanced dimensions of management values that found expression within these narratives. The inquiry the participant so responsibly and meticulously responded to be the axis upon which this research revolved.

Results and Discussion

In the execution of the research, data collection and analysis unfolded in tandem, orchestrated using the Creswell method of interpretation. The findings crystallized into a triad of overarching themes, each encapsulating a pivotal facet of the participant's narrative journey:

Navigating Uncertainty: The first theme, aptly titled "Thorn between the Line," thrust into the spotlight the formidable dilemmas business owners confront during the tumultuous pandemic. The heart-wrenching decisions concerning the retention or severance of employee services served as a poignant embodiment of the challenges encountered.

Adapting and Overcoming: The second theme, "Silver Lining," illuminated the remarkable resolve both business proprietors and their employees exhibited in recalibrating work arrangements. This adaptive response aimed not only at ensuring a steady source of income for employees but also at safeguarding the operational vitality of the business amidst the pandemic's tempestuous winds.

Exploring New Horizons: The third theme, aptly named "Opportunities," unveiled the unexpected tendrils of innovation that emerged amid the pandemic-induced adversity. This facet illuminated the latent potential for diversification and expansion that had been hitherto unexplored, showcasing the adaptive capacity of the industry even in the face of unprecedented challenges.

Conclusion

Given the profundity of the insights gleaned, a comprehensive inquiry into the study is advocated, urging a more profound understanding of the complexities at play. Furthermore, the findings of this investigation can be wielded as a potent tool for designing and deploying market research, strategically aligning business endeavors with the dynamic demands of contemporary markets, and harnessing strategies that resonate deeply with local clientele.

In essence, this study enriches the corpus of knowledge within the realm of hospitality and tourism and extends its implications as a foundational steppingstone for prospective research endeavors. The multifaceted tales elucidated within this study not only provide fresh perspectives but also lay a robust groundwork for the cultivation of future studies that traverse the uncharted terrain of this domain.

BOOKKEEPING PRACTICES OF MICRO AND SMALL BUSINESS ENTERPRISES IN THE MUNICIPALITY OF BAUANG, LA UNION

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Introduction
In small and mid-sized enterprises (SMEs), bookkeeping emerges as a linchpin influencing operations, investments, and financing decisions. Its impact extends to enhancing the credibility of performance assessments, shaping strategic judgments, and establishing benchmarks for financial objectives. This study embarks on an exploration of the challenges that micro and small businesses encounter in adhering to effective bookkeeping practices within the context of the Municipality of Bauang, La Union.

Methodology
The study adopts a descriptive research methodology to uncover the nuances of bookkeeping challenges among micro and small enterprises. The research sample encompasses 164 respondents drawn from diverse business classifications, including general merchandise, eateries, vegetable stalls, fish stands, and sari-sari stores. A comprehensive examination of these businesses' bookkeeping procedures is conducted to shed light on prevailing obstacles.

Results and Discussion
The findings underscore that certain SME owners and managers need help with proper bookkeeping practices due to inadequate accounting knowledge and apprehensions about the associated costs. Notably, many enterprises resort to outsourcing bookkeeping tasks. The study highlights the importance of equipping business proprietors with adequate accounting skills to enhance their bookkeeping capabilities and effectively employ them as tools for management and control. The study's findings illuminate a landscape wherein several micro and small enterprise owners and managers grapple with inadequate adherence to sound bookkeeping practices. Essential facets such as proper records maintenance and journal keeping should be addressed due to various factors. These business stakeholders' need for comprehensive accounting knowledge is a significant contributory factor. Furthermore, concerns about the financial implications of engaging professional accountants are identified as a deterrent to robust bookkeeping practices. The study also underscores that a considerable portion of these enterprises choose to outsource their bookkeeping responsibilities.

Conclusion and Recommendations
In conclusion, the study highlights the significance of effective bookkeeping practices for micro and small enterprises in making well-informed business decisions. It is recommended that business owners and managers undergo targeted accounting training. This training would equip them with the necessary knowledge and skills to enhance their bookkeeping capacities and, in turn, utilize them as potent tools for management control.

Going forward, it is imperative to underscore the pivotal role of bookkeeping as an enabler of prudent decision-making within the SME sector. As the business landscape evolves, the continual adaptation and enhancement of bookkeeping practices will remain instrumental in fostering business growth, accountability, and long-term sustainability. Further exploration into the multifaceted impacts of effective bookkeeping across diverse industries is encouraged to enrich our understanding of its far-reaching implications.

Keywords: bookkeeping, micro business

PHARMACEUTICAL MARKETING STRATEGIES

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Introduction

Throughout the pandemic, pharmacies emerged as critical service providers, requiring adaptability to meet clients' evolving demands. This research centers on assessing client satisfaction with pharmacy services during this period. The study aims to gain insights into the level of satisfaction among clients who engaged with pharmacists between September and November 2021.

Methodology

Employing a descriptive correlation research design, the study focuses on clients who availed of pharmacy services during the designated three-month span. Data was collected through an adopted questionnaire, meticulously adhering to research ethics protocols. Descriptive statistics were utilized to summarize and present the gathered data, while inferential statistics provided more profound insights into relationships and patterns.

Results and Discussion

The study's findings provide a comprehensive understanding of customer satisfaction across various dimensions, shedding light on several aspects of pharmacy services during the pandemic. Firstly, a noteworthy observation is that most respondents were in the early to middle adult age range, a demographic alignment that resonates with health guidelines during the pandemic. This demographic trend underscores the relevance of pharmacy services among the age group that was more susceptible to health concerns.

The study's results unveil a consistent theme of high contentment with pharmacy services when examining customer satisfaction. Respondents generally expressed positive sentiments regarding their interactions with pharmacies, suggesting that these establishments successfully met the expectations and needs of their clientele. This high level of overall satisfaction indicates pharmacies' crucial role in ensuring accessible and effective healthcare services throughout the pandemic.

An incredibly encouraging aspect highlighted by respondents is the exemplary level of customer empathy demonstrated by the pharmacy staff. This finding underscores the significance of interpersonal interactions and the human touch within healthcare service provision. The praise for customer empathy reflects the dedication of pharmacy personnel and underscores the vital role they play in alleviating patients' concerns and uncertainties during challenging times.

However, it is essential to acknowledge that the "tangibility" aspect of the pharmacy services received comparatively lower scores. This dimension relates to the physical availability and accessibility of medical supplies. The lower scores in this area suggest that respondents encountered challenges due to limited stocks of certain medical supplies. This finding underscores the operational hurdles that pharmacies faced during the pandemic, such as disruptions in supply chains and fluctuating demand for specific medications. While pharmacy staff demonstrated empathy and dedication, limitations in the tangibility of the services might have led to instances of inconvenience for clients seeking particular medical products.

The combined insights from these dimensions of customer satisfaction—ranging from interpersonal interactions to the availability of tangible resources—paint a nuanced picture of pharmacy services during the pandemic. The overall high satisfaction levels indicate the resilience and adaptability pharmacies exhibit in catering to their client's evolving needs. Furthermore, the nuanced challenges highlighted within the "tangibility" aspect underline pharmacies' complexities in maintaining seamless service delivery amid unprecedented circumstances.

Conclusion and Recommendations

In conclusion, the study's results indicate that pharmacies performed commendably in providing vital services to the public during the pandemic. The high satisfaction levels, especially in terms of customer empathy, reflect the dedication of pharmacy personnel. While these findings provide valuable insights, other dimensions of pharmacy services warrant exploration in future research endeavors.

The study suggests that there is scope for further investigations into various aspects of pharmacy services beyond the pandemic period. Understanding clients' evolving needs and challenges will enhance pharmacy operations' efficacy. Therefore, the findings commend pharmacies for their services during the pandemic and set a foundation for future research to optimize service delivery.

Keywords: pharmacy services, service satisfaction, business education

BANANA PEEL AS ALTERNATIVE FLOUR IN BAKING CAKES

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Rationale

In recent years, the global food industry has increasingly emphasized reducing waste and utilizing resources more efficiently. In this context, the substantial amount of banana peels discarded as waste presents a significant opportunity for innovation. By transforming these peels into functional and nutritious ingredients, such as banana peel flour, we can address both environmental concerns and enhance the nutritional content of baked goods. This study seeks to contribute to this innovative shift by assessing the viability of banana peel flour as an alternative to traditional flour in producing banana cakes. From a nutritional standpoint, bananas are a widely consumed fruit with valuable health benefits due to their high content of vitamins, minerals, and dietary fiber content. However, most of these nutrients are commonly discarded in the peel. By developing banana peel flour, we not only harness the nutritional potential of the peel but also provide a means to extend the utilization of this resource. Moreover, as the world grapples with food security challenges, finding efficient and cost-effective methods of utilizing overlooked food sources becomes paramount. Therefore, this study aims to contribute to culinary innovation and the practicality of sustainable and nutritious food production. By exploring banana peel flour's characteristics, efficacy, and cost-effectiveness in baking, the researchers paved the way for more holistic and responsible culinary practices that align with resource efficiency and public health goals.

Research Objectives

This study assessed the viability of employing banana peel as an alternative flour in preparing banana cakes. The research was focused on addressing the following inquiries:

1. The distinctive attributes of banana peel flour in comparison with whole meal flour when utilized in cake-making, under varying compositions including 100% pure whole meal flour (serving as the control), a blend of 50% banana peel flour, and 50% wholemeal flour, a mixture of 75% banana peel flour and 25% wholemeal flour, and a 100% banana peel flour composition.
2. The efficacy of banana peel flour in cake baking is evaluated in terms of texture, taste, aroma, and flavor.
3. Identifying the most efficient and cost-effective proportion of banana peel flour for cake production.

Method

Data collection involved the distribution of questionnaires to a random selection of individuals within our residential community, a method necessitated by the global pandemic. The respondents indicated a moderate preference for the texture of the experimental recipe using a 50% blend of banana peel flour and whole meal flour. Moreover, they exhibited a slight but particular fondness for the same recipe's taste, aroma, and flavor. Consequently, it can be reasonably asserted that the optimal experimental formulation incorporating banana peel flour is the one that combines 50% banana peel flour with 50% whole meal flour.

Conclusion

This discovery implies that substituting half of the flour with banana peel flour yields a nutritious banana cake and a more economical one, considering that banana peels are a byproduct that has been ingeniously transformed into a valuable culinary asset. The methodology employed in data collection, using questionnaires due to the pandemic, highlights the adaptability of research approaches in the face of adversity. This adaptability is pertinent to scientific research and applicable to various fields that require data collection and analysis, even when traditional methods are hindered. Overall, the study's findings underscore the potential of innovative thinking to bridge culinary, environmental, and societal gaps, ultimately contributing to a more sustainable, nutritious, and economically viable future.

HONMERIC CANDY

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Turmeric, originating from the rhizomes of the turmeric plant, is significant in culinary traditions, particularly Asian cuisines. This spice has enjoyed a prominent role as curry's primary flavoring agent, infusing them with its distinctly warm and slightly bitter taste. Beyond its culinary applications, turmeric has been harnessed for various purposes, extending into the realms of medicine and cosmetics. Notably, curcumin, a vibrant yellow compound residing within turmeric, has found employment as a coloring agent for various foods and cosmetics and as a key factor in its potential health benefits.

The turmeric root, rich in curcumin, has been tapped extensively for its therapeutic potential. Curcumin, renowned for its vivid yellow hue, has played a pivotal role in coloring diverse consumables and cosmetic products. This natural compound has been embraced for its potential health-promoting properties, serving as the cornerstone for numerous medicinal applications. One noteworthy aspect of its usage lies in addressing conditions characterized by pain and inflammation, such as the case of osteoarthritis. This has been complemented by the spice's historical employment in treating ailments like hay fever, depression, high cholesterol, and certain liver disorders. Furthermore, the root's intrinsic properties mitigate itching and offer relief in various scenarios.

While folk wisdom attributed numerous benefits to turmeric, such as aiding heartburn, bolstering cognitive faculties, and combating inflammatory diseases, scientific validation for these claims remained wanting. Rigorous empirical evidence to substantiate these assertions needed more robust, underscoring the need for well-designed studies to elucidate these potential effects.

Conversely, honey, a natural substance derived from the nectar of flowers by bees, boasts its own nutritional attributes. These golden liquid carries trace amounts of vital B vitamins, including riboflavin, niacin, folic acid, pantothenic acid, and vitamin B6. Additionally, honey contains ascorbic acid (vitamin C) alongside a medley of essential minerals such as calcium, iron, zinc, potassium, phosphorus, magnesium, selenium, and chromium. The amalgamation of these nutrients lends honey its reputation as a nutrient-rich superfood.

In pursuit of innovative culinary creations, a feasibility study delved into synthesizing a confection that combined the wholesome qualities of honey with the aromatic and beneficial elements of turmeric. This fusion birthed the concept of "Homeric candy," aiming to cater to candy enthusiasts' palates while offering a potential healthful twist. The study's outcome revealed a resounding vote of confidence in the Homeric candy, with participants attesting to its excellence across facets such as taste, texture, aroma, and packaging.

The study's results pave the way for a recommendation to embark on a comprehensive market analysis. This step is pivotal to ensure the venture's viability and profitability while upholding the unwavering quality standard of the product. By marrying the attributes of turmeric and honey in a delightful confection, this innovative venture holds promise as a delectable treat and a harmonious marriage of two nature-endowed powerhouses.

EDUCATION

Sensory Play-Based Instruction

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Abstract

Education is one of the structures of society that functions as the means by which the needs of the community are being met. Education provides knowledge and skills from infancy to adulthood. In early childhood, from birth to eight years old, a child's brain reaches a high point of development, paving the way for early childhood education through daycares and kindergartens to provide the foundation of learning. It enhances the child's social, emotional, cognitive, and physical needs holistically to build a solid foundation for lifelong learning and well-being through age-appropriate activities to help them develop their senses in a loving and caring environment.

In a typical play-based curriculum, sensory play is a part of regular programming or lesson planning. It comes in a learning area or center where a specific table or bin of sensory learning materials is set up for the children to manipulate freely. Sensory play is learning through the different senses of the body such as sight, taste, smell, and touch. These experiences are based on theories of Montessori, Piaget, and Vygotsky where the manipulation of hands-on learning materials can enhance the development of not only fine-motor but cognitive, language, emotional and social skills as well. The COVID-19 pandemic brought a significant crisis at all levels of the educational systems around the globe. The disruptions took a tremendous toll on teachers scrambling to deliver quality education. During the pandemic, pre-schools and early childhood centers worldwide faced successes and new challenges in implementing sensory play-based instruction in distance learning. Schools in other countries such as the USA, Ireland, and Canada managed to conduct their classes during the pandemic implementing sensory play by providing sensory bins for their learners, exploring outdoors, and creating interactive and sensorial videos.

The Philippine Department of Education (DepEd) mandated the implementation of the K-12 program under the Republic Act 10533 of 2012, known as Enhanced Basic Education. It included Kindergarten and 12 years of basic education (six years of primary education and six years of Junior and Senior High School). DepEd Order 021, s 2019 seeks to provide Filipino learners with the necessary skills to prepare them for employment and business opportunities and challenges in the 21st century. One of the significant features of this act is the strengthening of pre-school education by giving access to millions of Filipino five years of age to early childhood education through Universal Kindergarten (Official Gazette, 2012). Republic Act 10157 states that kindergarten education provides learning environments to engage children in developmentally appropriate practices such as play-based and child-centered activities to promote literacy and creativity (DepEd).

Philippine private schools in Region One need to plan, re-skill and upskill and provide for continuous re-skilling of their teachers to abide by the requirements of the Department of Education but more so to remain relevant and effective teachers in any modality of learning. Among these private schools include the United Church of Christ in the Philippines (UCCP) – Nursery and Kindergarten schools in the North Central Luzon Conference (NCLC), and North Luzon Amburayan Conference (NLAC). The UCCP teachers are facing challenges in reaching out to their pupils. In the survey conducted in one of our Service-Learning Activities in early 2021, the UCCP preschool teachers have insufficient knowledge and skills in play-based learning components. Furthermore, the issue of supporting modular learning with developmentally appropriate practices such as child-centered and play-based activities were among those identified.

This paper aimed to determine the status of sensory play-based instruction at the United Church of Christ in the Philippines (UCCP) preschools as a basis for developing a teacher's guidebook for hybrid learning.

The study was carried out using the mixed-method research design, specifically the concurrent

triangulation approach, during the first semester, the School Year 2021–2022, with the nursery and kindergarten teachers of North Central Luzon and North Luzon Amburayan Conferences as participants. The study sought the relationship and differences between the extent of implementation of sensory play-based instruction and the level of competence of the respondents before and during the pandemic. Quantitatively, it utilized the descriptive research design to acquire information to systematically describe a phenomenon, situation, or population. In contrast, narrative inquiry for the qualitative part was used to describe the respondents' experiences by listening to the participants' stories as they narrated their experiences and used them with other sources to form an in-depth analysis in the use of sensory play-based instruction.

An online survey questionnaire was sent to the participants to collect quantitative data on the status of implementation and competence of the teachers. Each set had six domains: Set A on implementation are: Sensory Play Learning Materials; Sensory Play Activities (primary senses); Sensory Play Activities (secondary senses); Concept Integration; Child Development; and Other Use of Sensory Play in Curriculum and for Set B on teacher's competence: Use of Sensory Play; Communication and Professional Development; Use of Sensory Play in Curriculum; Attitude Towards Play; Scaffolding in Sensory Play; and Facilitation of Sensory Play. The researcher conducted an unstructured interview to gather the respondents' experiences on the implementation of sensory play-based instruction before and during the pandemic through Zoom Meetings. The researcher utilized descriptive and inferential statistics in managing the gathered quantitative data such as the weighted mean, t-test paired two samples for means, and the Pearson product-moment of correlation.

The study revealed that there were no significant relationships or differences between the variables before and during the pandemic. However, the qualitative data revealed that the respondents have limited competence in sensory-based teaching and are constrained in the implementation of the approach for the following reasons, as a result of the qualitative analysis: Materials (limited materials, poor internet connectivity), Means (teachers' limited knowledge and skills, limited integration of sensory play, complex tasks, and Moment (time constraints).

In the discussion of this study, it validated the lack of resources and materials, the poor internet connection as well as the absence of teacher training in sensory play-based instruction. Hence, the researcher developed a guidebook that includes step-by-step instructions for material development, integrating teaching techniques for sensory play instruction and sensory activities. This guidebook is aligned with Kindergarten's Most Essential Learning Competencies (MELCs) of the Department of Education (DepEd) for consideration by the UCCP-NKP schools of North Central Luzon and North Amburayan Conferences, and to all preschool teachers who find the material relevant to them.

The study re-oriented the participants the value and benefits of sensory play-based activities in the holistic development of children. Through the dissemination and the guidebook, this study enlightened the participants on how to create, integrate, and implement sensory play experiences in their daily instructions, with the MELCs in mind, in a hybrid educational program. The researcher highly recommends an echo seminar be conducted for the parents and appeals to the schools' heads to provide sensory tables in each classroom.

Educational Materials for Online and Offline Learning of JHS Students

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Introduction

Online learning has facilitated communication among individuals with mutual interests, fostering collaborative learning through networked technologies. As the COVID-19 pandemic disrupted traditional schooling, Union Christian College transformed from in-person instruction to online learning. This transition was accompanied by numerous challenges, particularly concerning students' access to reliable internet connections. Recognizing the importance of understanding the array of available online and offline learning resources that students utilize, educators aimed to leverage this knowledge to enhance the teaching-learning experience within this new modality. Consequently, this study was conducted to assess the extent to which students employed online and offline educational materials, subsequently serving as the foundation for a proposed instructional plan.

Method

Employing a descriptive-correlation research design, the investigators gathered pertinent data from a random sample of 127 Junior High School students enrolled at UCC during the 2020-2021 academic year. This was accomplished through the administration of a meticulously crafted and validated questionnaire. Data analysis involved using frequency counts and percentages, effectively describing both respondent profiles and the degree of reliance on online and offline learning materials. Additionally, the researchers employed the Pearson Product Moment Correlation to explore potential relationships between these variables.

Results

Among the various profile factors, a noteworthy observation was that most participants were in Grade 10 and had multiple family members simultaneously pursuing their own studies. Moreover, most respondents' parents had college-level educational backgrounds, while family income commonly fell below P10,000.00 – P50,000.00. Concerning online learning materials, the predominant tools were cell phones and Wi-Fi connections. Google Classroom and Edmodo emerged as the dominant learning management systems adopted by students for their online classes. Meanwhile, offline learning materials like textbooks and notebooks maintained their significance, while module usage remained relatively low. Cell phones also played a significant role in accessing offline learning materials. Finally, it was determined that the various profile variables had no significant relationship with the extent of online and offline educational materials utilization.

Conclusion and Recommendation

The results underscored the increasing prevalence and significance of cell phones or smartphones as potent learning tools in online and offline learning contexts. These devices enabled flexible delivery of the teaching-learning process, especially in the presence of a stable internet connection. The advent of an interconnected digital landscape allowed students access to a vast repository of information conducive to effective learning. Rapid technological advancements have prompted learners to rely more extensively on these tools, particularly in using digital platforms such as Google Classroom and other Learning Management Systems, especially during school closures amid the pandemic. However, the study also revealed that

conventional learning materials such as books and notebooks were valuable resources, notably when reliable internet connections were lacking.

Based on the findings, a recommended instructional plan was formulated, highlighting educators' need to embrace a comprehensive approach encompassing both technological and conventional learning tools. This approach accommodates synchronous and asynchronous learning environments. As learning institutions navigate these unprecedented circumstances, they are encouraged to explore alternative educational delivery methods that cater to the diverse needs of learners across these different modes of instruction.

Keywords: educational material, online learning, offline learning

HOPE WITH THE LAST LEAVES: A NARRATIVE INQUIRY ON THE LIVED EXPERIENCES OF READING TEACHERS IN DISTANCE LEARNING

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Introduction

In education, specifically within formal classroom settings, nurturing independent readers is a multifaceted objective. Recognizing the profound influence of reading on fostering various core competencies, educators are tasked with developing this critical literacy skill in learners. Guided by their beliefs and methodologies, teachers shape their approach to reading instruction, determining the models, methods, materials, and assessments suited for their classes. The diversity of contexts and evolving circumstances necessitates flexibility, as no universal strategy fits all situations.

Method

This prompted researchers to delve into the reading teaching experiences and practices of Bacnotan District Teachers. The central inquiry revolved around understanding how reading teachers implement instruction in the context of distance modular learning. Employing a narrative inquiry design, the study aimed not to uncover causation or explanations but to capture the participants' life experiences through rich narratives. These stories were the foundation for crafting a recommended distance modular learning reading instructional model. The study focused on 11 Grade Three teachers, selected through random sampling from 17 public schools within Bacnotan District. Respondents were chosen purposively, guided by criteria such as learning mode, grade level, and shared experiences.

Findings

The study's findings unfolded through three major themes:

Theme 1: Going Through the Autumn Season of Learning This theme encapsulated reading teachers' struggles during modular distance learning. Challenges included parents' inability to guide their children effectively, learners' reading habits, and a need for necessary devices for tracking reading activities. The absence of face-to-face interaction posed substantial hurdles to effective reading instruction, especially for first-time modular distance learning teachers.

Theme 2: Spirit of Sacrifice This theme highlighted the dedication and love of teachers toward reading. It uncovered their battles as they navigated the uncharted waters of distance learning. Excerpts from their experiences illustrated teachers' innovative ways of fulfilling their roles amidst the circumstances.

Theme 3: Celebrating the Victory This theme showcased the fruits of reading teachers' labor. It emphasized the significance of their perseverance and dedication in narrowing the reading gap among Grade Three learners. Anecdotes from their journeys further underscored their triumphs in modular distance learning.

Conclusion

The journey of Modular Distance Learning in reading was indeed a challenging yet fulfilling endeavor. Drawing from the collective practices and experiences of reading teachers, the study affirmed that teaching reading in distance learning was an immense challenge. The pivotal role

of reading teachers in a child's reading journey emerged clearly. Their dedication and love for learners motivated them to adapt to the new normal of teaching. Resourcefulness and innovation acted as their weapons against adversity. Furthermore, the study illuminated that reading teachers shared a common goal aligned with the Department of Education's vision of "Bawat Bata Bumabasa" (Every Child a Reader). In light of these conclusions, the researcher recommended a distance learning reading instructional model to guide Grade Three reading teachers within the Bacnotan District, built upon the collective wisdom of these experiences.

Revisiting Teachers' ICT Skills as Basis for a Faculty Development Training

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Introduction

Numerous research studies have underscored the utilization of Information and Communication Technology (ICT) resources in education to empower educators and students, ultimately enhancing the quality of teaching and learning experiences. Scholarly investigations have shown that ICT tools can effectively facilitate student learning and augment instructional practices (Kazu & Yavulzalp, 2008). Additionally, these tools have proven invaluable for teachers' non-classroom tasks and supplementary responsibilities. Nonetheless, the mere presence of computers does not inherently ensure high-quality education. The effectiveness of teachers in delivering a 21st-century education significantly hinges on their competence in utilizing ICT resources.

Kabacki (2009) emphasized that the crux of effective ICT in the education framework lies in fostering teachers' participation in professional development programs tailored to various stages of technology integration. This aligns with the idea that media resource-related activities should align with teachers' levels of expertise. Consequently, capacity building in ICT becomes a crucial goal in education. This extends beyond merely enhancing teachers' ICT skills; it strives to leverage the potential of ICT to enhance teachers' professional capabilities, refine classroom management practices, and elevate the overall quality of instruction.

The pivotal role of instructors within the education system cannot be overstated. They represent a vital link in the education chain, and administrators and non-teaching professionals form the support system necessary for teachers to fulfill their critical roles. To address the demands of the 21st century, education must assume a central role in effectively incorporating both new and existing ICT devices into the teaching and learning process. Despite the apparent benefits of ICT usage in education, Lau and Sim (2008) observed that the full learning potential of ICT is often undermined due to the incomplete ICT literacy of many educators.

In educational institutions, capacity building through ICTs aims to empower teachers, administrators, and even students to manage and organize the teaching-learning process effectively. Research indicates that some computers and laptops still need to be used, potentially due to personnel needing more confidence and proficiency in utilizing ICT resources to their full potential. However, some individuals within these institutions possess advanced ICT skills and can serve as trainers to support those who struggle with ICT adoption.

Findings

The impetus for the study emerged from the researchers' role as implementers of the ICT capacity-building initiative under the Center for Teacher Training Institute (COTTI) of the College. Recognizing the necessity for enhancing the competence of the teaching and non-teaching staff at Union Christian College, the study sought to shed light on the following key findings:

- Most faculty members exhibited a certain level of technical computer knowledge, yet they recognized the need to upgrade their skills to harness the full capabilities of computers.
- Faculty members desired to enhance their software proficiency, particularly in creating compelling slide presentations, designing test paper layouts, and performing accurate grade calculations.
- Several faculty members wished to own personal computers, enabling them to maximize their training and continuously improve their ICT skills. However, they needed more time to do so.

In response to these findings, the administration adopted the following measures:

a. The faculty development plan was revised to prioritize immediate training needs highlighted by the study, including enhancing ICT skills, and integrating ICT into the teaching-learning process.

b. In-service training sessions were conducted to re-skill faculty members in technical computer usage, optimize the utilization of Microsoft programs, navigate online resources for instructional purposes, and incorporate diverse ICT tools into teaching.
c. To facilitate access to ICT resources, laptop loans were provided to interested faculty members, allowing them to acquire personal laptops through pay deductions.

Future Directions

The findings of this study provide a foundation for implementing comprehensive strategies to enhance ICT capacity building within educational institutions. By focusing on professional development, customized training, collaborative learning, and equitable access to resources, institutions can empower educators to effectively leverage ICT to optimize the teaching-learning process and meet the demands of the 21st century. This holistic approach will benefit educators and contribute to improved learning outcomes for students and the overall advancement of education.

Keywords: teachers' ICT skills, faculty development program, development studies

TeAChnology in Science 5

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The present study employed a one-group pre-test-post-test research design to investigate the impact of utilizing validated video lessons as an intervention tool to enhance the performance level of fifth-grade learners in Science. The researcher designed a comprehensive assessment test, which underwent rigorous validity and reliability testing, and administered it as a pretest and post-test to the selected participants. The study participants were purposively sampled from the fifth-grade class, considering the researcher's teaching assignment and the feasibility of the study. Ethical standards were strictly followed, including obtaining permissions and ensuring privacy, anonymity, and voluntary participation.

Statistical analysis was conducted using the weighted mean to gauge learners' performance levels before and after the intervention, and the t-test was employed to ascertain the significance of the performance level difference. The findings were presented through tables and interpreted in the context of relevant correlative studies.

Initially, the pre-test results revealed that the average performance level of the grade 5 learners in Science stood at 49%, indicating an average level of mastery based on the National Education Testing and Research's Mastery/Achievement Level. By analysing specific learning competencies in Quarter 1, the participants scored 60% in material usage, 42% in investigating material changes under different conditions, and 43% in designing valuable products from local, recyclable materials. Subsequently, the post-test results demonstrated a noteworthy increase in learners' performance levels, with percentages of 72%, 64%, and 64% for the corresponding learning competencies. The mean difference between the pretest and post-test was calculated at 9.133, accompanied by a t-value of 13.671 and a p-value of 0.000, indicating a significant improvement in learners' performance levels. The learners attested to the usefulness of the intervention through video lessons, appreciating the explanatory nature of the videos, the provision of Filipino language subheadings, the flexibility of pausing and resuming, and the guidance from their parents/guardians. The validity assessment of the TeACh videos yielded a highly valid average mean score of 4.76.

The study's results suggest that implementing video lessons as an instructional intervention effectively enhanced the performance levels of learners in the Science domain. While the TeACh videos proved beneficial for improving mastery and achievement of learning competencies, it is noted that their applicability may be limited to certain conditions, such as the availability of smartphones and flash drives, regions with inadequate internet connectivity, and proficiency in utilizing technological tools.

In conclusion, using video lessons as an intervention strategy in the study substantially enhanced learners' performance in Science. The findings advocate for integrating video lessons to improve instructional efficacy, although the specific context and conditions for their use should be carefully considered. However, a notable limitation of this study lies in the restricted generalizability of the TeACh videos, which might not be universally applicable due to technological and access constraints, suggesting the need for further research to explore broader implementation scenarios.

Keywords: Video lessons, teachnology, science

Grade 4 Bilingual Mathematics Workbook

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Abstract

This study delves into the results and implications of a study focused on the mathematics competence of Grade 4 learners. The study explores various competencies, including visualizing, reading, writing, estimating, and problem-solving, as benchmarks for developing bilingual workbook instructional material. The preliminary mathematics competence assessment revealed a low mastery level, with notable variation in different competencies. Specifically, the respondents exhibited higher competence in reading and writing numbers up to one hundred thousand. However, the overall math proficiency was found to be below the OECD mean score, as evidenced by the Program for International Student Assessment (PISA) 2018 report.

The respondents' competencies were assessed through a pre-test and an intervention to improve their mathematical skills. Notable variations were observed in different competencies, with some showing low mastery levels and others average or moving towards mastery levels. After the intervention, a modest improvement was observed in the overall mathematics competence of the respondents, with an emphasis on enhanced visualizing skills. Despite this improvement, specific competencies, particularly those related to division and multi-step problem-solving, still presented challenges.

A paired sample t-test demonstrated a significant difference between pre-test and post-test performance, indicating the effectiveness of the bilingual instructional intervention. These findings align with prior research highlighting the positive impact of localized and contextualized instructional materials on academic performance. This study underscores the significance of bridging the transition from mother-tongue-based instruction to English through adapted learning materials.

In conclusion, this study sheds light on the mathematics competence of Grade 4 learners, highlighting both their strengths and areas requiring improvement. The findings underscore the significance of tailored instructional interventions in enhancing students' mathematical abilities. As facilitated by the bilingual workbook, the transition from mother-tongue-based instruction to English instruction has demonstrated its effectiveness in positively impacting learners' mathematical performance. While challenges persist in specific competencies, the overall improvement the post-intervention indicates the potential for further enhancement through focused interventions.

While the study's scope is limited to Grade 4 mathematics competence and a specific instructional approach, its implications extend to broader educational contexts. The principles of personalized instruction, gradual language transition, targeted intervention, localized materials, and ongoing assessment hold value in enhancing learning outcomes across subjects and grade levels. This study serves as a steppingstone for educators, researchers, and policymakers to consider innovative and effective strategies for improving learning experiences and academic performance.

Keywords: mathematics competence, Grade 4 learners, bilingual workbook, instructional material, intervention, pre-test, posttest, instructional strategies, academic performance.

FILIPINO WRITING COMPETENCE OF ELEMENTARY PUPILS

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Introduction

Writing, one of the four essential macro-skills in language learning, is pivotal in the educational framework. It is interwoven with the other three skills—reading, listening, and speaking—and cannot be acquired in isolation. A critical factor in developing writing proficiency lies in the language of instruction. This is particularly evident in regions where the language spoken at home differs from that used in formal education. In such cases, learners are more exposed to their native language or mother tongue, significantly supporting their literacy journey.

While it is true that the Filipino language is introduced to students as early as Grade 1, its use is often confined to the Filipino subject. This limited exposure can hinder the students' writing skills as they need more practice utilizing Filipino as a medium of instruction. Students often gravitate towards using their mother tongue even when attempting to write basic phrases and sentences, leading to numerous errors. Consequently, Filipino and English competency tends to center more on oracy and rudimentary language skills during the initial stages.

A pivotal juncture in the transition of instruction typically occurs around Grade 4. This phase calls for bridging the gap between the student's first language (L1) and the second language (L2) instruction, which is essential for achieving the critical standards of the curriculum, such as effective communication through the medium of instruction and the development of higher-order thinking skills in writing composition.

Such an instructional shift is particularly felt in educational institutions like the researcher's current assignment at the Ilocanos Elementary School. Although the City of San Fernando, La Union, where the school is situated, is considered a cultural melting pot with robust usage of the Filipino language, public school learners have transitioned back to using the Ilokano language as their primary mode of instruction for the past four years. This shift becomes a significant context as Grade 4 learners, coming from this environment, enter the stage with foundational competencies in both Filipino and English. Against this backdrop, the present study aimed to evaluate the Filipino writing competence of Grade 4 learners at Ilocanos Elementary School. This assessment sought to serve as the basis for creating a supplementary writing guide tailored to Grade 4 students.

Method

To this end, a descriptive research design was employed to gauge the level of writing competence in terms of mechanics, grammar, organization, and content. Students' written samples were examined for each topic to derive insights. The study's locale was Ilocanos Elementary School, and the sample of Grade 4 learners was chosen through purposive sampling. Inclusion criteria encompassed learners transitioning from mother tongue to bilingual instruction, enrolled in the school, and belonging to the designated grade level section. Upon analyzing the data using descriptive and inferential statistics, the study delineated the respondents' writing competence in using the Filipino language. This competency was further categorized into mechanics, grammar, organization, and content.

Results and Discussion

The respondents' overall competence yielded a weighted mean of 2.91, suggesting a moderately competent level of writing. Examining the mechanical aspects of writing, the study identified areas of concern, including punctuation marks, capitalization, and syllabication. The findings

underscored the respondents' moderate competence (3.22) in using these elements. Among the mechanical components, orthography and capitalization of Filipino words were particularly challenging, receiving mean ratings of 3.04 and 3.06, respectively.

Moving on to grammar, the learners' competency was rated at 3.36, indicating a moderately competent level. The study highlighted two areas of concern: compositional violations involving run-on sentences and the use of function words. The organization was also assessed as a writing skill, revealing a moderately competent level (2.97). This implies that the student's confidence in structuring their thoughts during written expression requires further development.

Regarding content, the respondents' competence was rated as moderately competent, with a weighted mean score of 2.97. Overall, the study indicated that while the students had achieved a certain level of competence in these various aspects of writing, they still felt the need for guidance from teachers or knowledgeable individuals. Based on the identified competencies and areas for improvement, the researcher developed a supplementary writing guide tailored to Grade 4 learners. This guide aimed to provide self-assistance in nurturing writing competence in the Filipino language.

Conclusion

The study delved into the intricacies of Grade 4 learners' Filipino writing competence, unveiling a nuanced picture of their proficiency in mechanics, grammar, organization, and content. This exploration highlighted the complex interplay between language instruction, home language exposure, and learners' challenges in transitioning between languages. The development of the supplementary writing guide underscores a proactive approach to enhancing students' writing abilities and bridging the gaps in their communicative competence. As education continues to evolve, future investigations into various dimensions of Filipino language competence are strongly advocated, seeking to unravel the intricacies of language acquisition and its profound impact on holistic learning.

Reading Attitude of Grade 9 Students

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Literacy skills empower students to seek information, delve into subjects deeply, and enhance their comprehension of the surrounding world. Proficiency in these skills proved crucial for mastering various macro skills, with reading being paramount. A student's disposition towards reading significantly influences multiple facets of their educational journey. When junior high school students exhibited a favorable reading attitude, it indicated their attainment of fluency, adept comprehension, expansive vocabulary, writing prowess, analytical acumen, and more. Conversely, an unfavorable attitude was not uncommon; however, rectifying these issues was plausible with proper understanding.

This investigation aimed to gauge the extent of reading attitudes held by Grade 9 students. Employing a modified questionnaire adapted from Jensen (2010), this descriptive research encompassed 84 students from Union Christian College. The analysis relied on weighted means to portray the participants' reading attitudes. The findings unveiled a high overall level of reading attitude among the respondents, underscoring their positive perspective on reading. Most agreed that reading held paramount importance across subjects like science, writing, social studies, art, and math, signifying their recognition of reading as a conduit to knowledge acquisition and academic excellence.

The respondents demonstrated a proclivity for reading materials aligned with their interests, a principle consonant with the progressive educational philosophy advocating engagement with subjects that resonate with students. Additionally, the inclination to discuss ideas and disseminate information post-reading indicated the participants' enthusiasm for sharing their acquired knowledge, particularly if the subject matter piqued their interest. Paradoxically, the inclination towards listening while someone read aloud garnered lower enthusiasm, suggesting a preference for silent reading.
The respondents' inclination towards visiting the library emerged as moderately positive, receiving the lowest rating in the survey items. This suggested a relatively reduced likelihood of students visiting the library for reading purposes. Likewise, their family's involvement in home-based reading scored low, implying that families needed to be more avid readers. Nevertheless, reading at home persisted as a pleasurable activity, indicating that the students did not limit reading to the confines of the school environment.

Recognizing reading's pivotal role in a child's holistic literacy development, nurturing positive reading attitudes became imperative to bolster effective learning. Based on the findings, the researchers inferred that the respondents, on the whole, manifested a positive attitude toward reading. However, concerns surrounding library visits and home reading environments warranted attention. Consequently, the researchers advised devising interventions to enhance students' attitudes towards reading, specifically fostering a culture of library usage, and transforming homes into conducive reading spaces outside the school setting. Furthermore, building robust partnerships between the school and parent-teacher associations was recommended to establish parents as guides in nurturing favorable reading attitudes among students.

Keywords: literacy, reading, reading attitude, junior high school

Social-Emotional Competence of Intermediate Learners

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Introduction

Motivating children, not only for their personal advancement but also for the betterment of their families, with the support of parents, siblings, relatives, teachers, and classmates, was considered crucial in fostering children's socio-emotional development. This research investigated the socio-emotional development of intermediate learners at Union Christian College.

Method

Employing a descriptive-correlational research design, the study sought to uncover the intricate connections between different factors influencing these learners' socio-emotional growth. To accomplish this, participants responded to a survey questionnaire adapted for this study, assessing their socio-emotional development. The survey was administered through a Google Form to ensure efficient data collection. The researchers diligently adhered to ethical research protocols throughout the process, prioritizing responsible conduct in their work. Subsequently, the gathered data were subjected to comprehensive analysis using both descriptive and inferential statistical techniques.

Results

The outcomes revealed that the respondents exhibited high academic socio-emotional intelligence. Their relationships with fathers, mothers, siblings, and other relatives were rated outstanding, while their interactions with teachers and classmates were very good. Regarding the significance of these relationships, the connections forged with teachers and classmates emerged as significant contributors to the respondents' academic socio-emotional development. However, it was noted that the profile variables of the respondents and their familial relationships did not significantly account for their academic socio-emotional development. Interpreting the findings, the researchers concluded that within the school context, the roles played by teachers and classmates were instrumental in fostering outstanding academic socio-emotional development among the respondents. Consequently, the study strongly recommended enhancing academic development programs that encourage dynamic teacher-learner and learner-to-learner engagements. Such programs were believed to play a pivotal role in propelling learners' academic and socio-emotional development growth.

Conclusion

The research underscored the significance of motivating children through collaborative efforts of family, educators, and peers to nurture their socio-emotional development. Teachers and classmates were particularly influential in promoting this development within the school environment. In light of these insights, the study advocated for the augmentation of academic programs aimed at fostering productive interactions between teachers and learners and among peers. This approach was seen as essential for furthering the growth of learners in their journey toward achieving exceptional academic and socio-emotional development.

Self-Regulated Learning Skills and Learning Satisfaction of Senior High School Students in the New Normal Education

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Introduction

Students' capacity for independent learning and self-regulation has long been recognized. However, the landscape shifted with the advent of the COVID-19 pandemic, which led to the closure of schools and the widespread adoption of distance learning. This new educational norm posed unique challenges, putting students' independent learning skills and self-regulation abilities to the test. The pandemic underscored the crucial role of self-regulation in academic achievement within the context of the new normal. Additionally, students' satisfaction with their learning experiences emerged as a pivotal factor closely tied to the teaching-learning process.

Even with difficulties, adapting to an independent learning environment was challenging. Distance learning presented obstacles to students' capacity to self-regulate their learning and overall learning satisfaction. Unfortunately, there was limited knowledge about these aspects in the context of the new average education at the national and local levels. This knowledge gap prompted researchers to investigate the status and correlation between students' self-regulation skills—encompassing planning, monitoring, adjusting, and reflecting—and their learning satisfaction.

Method

This cross-sectional study was conducted involving randomly selecting 150 Grade 11 and Grade 12 students at Union Christian College. Researchers employed the Self-Regulation Formative Questionnaire developed by Gaumer Erickson and Nonan (2021) and the Student Outcome Survey created by Fieger (2012) for data collection. These questionnaires were administered electronically. The analysis utilized a weighted means to depict the self-regulation and learning satisfaction of the respondents. Meanwhile, the Pearson Product Moment Correlation was applied to ascertain the connection between these two variables.

Findings

Results revealed that overall, the respondents displayed commendable self-regulation skills, rating all four areas—planning, monitoring, adjusting, and reflecting—as good. Reflective skills garnered the highest rating while adjusting skills received the lowest rating within this framework. The results conveyed that while students exhibited strong self-regulation abilities—indicating a high degree of independence in their academic pursuits—this was insufficient to achieve the highest performance levels.

Regarding learning satisfaction, respondents expressed contentment with various virtual learning activities, despite the shift to an online format. They engaged in problem-solving, collaboration, and decision-making activities, aligning with the Cognitivist Learning Theory of Piaget and the Experiential Learning Theory of Kolb. Teaching factors were attributed with the highest satisfaction rating, while learning experiences were rated slightly lower but still demonstrated high satisfaction levels.

Moreover, the significant correlation between self-regulation and learning experiences bolstered the notion that students' self-regulation abilities influenced their perceptions of learning satisfaction. Notably, all subscales of self-regulation were positively correlated with all subscales of learning satisfaction, underlining a significant relationship between these domains. These insights hold implications for educators, offering guidance in shaping practices that foster independent learning while maintaining vigilance over learning satisfaction. The researchers advocate for the practical application of their study's outcomes to achieve these objectives.

Conclusion

This study contributes to a deeper understanding of how students' self-regulation skills and learning satisfaction intertwine in the context of the new educational landscape. By recognizing the synergistic relationship between these factors, educators can refine their strategies to cultivate both independent learning and students' sense of fulfillment within the learning process. As the educational journey continues to evolve, the study's insights serve as a roadmap for educators, policymakers, and stakeholders to craft inclusive and effective learning environments that nurture students' holistic growth and success. The researchers wholeheartedly advocate for the pragmatic application of these findings, guiding the way toward an education that empowers students and promotes enduring learning satisfaction.

Relevance and Future Directions
The significance of this study extends beyond its immediate context, encompassing broader educational implications and avenues for future research. The COVID-19 pandemic drastically reshaped educational landscapes worldwide, prompting a rapid transition to remote and hybrid learning models. The findings of this study contribute to a more profound understanding of students' adaptability, self-regulation, and learning satisfaction within these evolving educational paradigms.

In the larger context of education, the study underscores the vital role of self-regulation in fostering academic achievement. As educational institutions navigate the uncertainties brought about by the pandemic and the new normal, insights into students' self-regulation skills and their impact on learning outcomes become invaluable. This study is a benchmark for educators and policymakers seeking to design effective interventions and strategies that promote students' self-directed learning and overall learning satisfaction.

Keywords: self-regulated skills, learning satisfaction, new normal education

Holistic Wellness Status of SHS Students

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Introduction

The concept of wellness has long been associated with a holistic viewpoint, encompassing various dimensions such as the mind, body, spirit, and social interactions within a community. The COVID-19 pandemic has brought forth unprecedented challenges, further underscoring the importance of addressing mental health, learning disruptions, social well-being, and physical health concerns within individuals. This study delved into the holistic wellness of senior high school students during the school year 2021-2022, aiming to provide a foundation for crafting a student-led comprehensive wellness plan for Senior High School.

Methodology

A descriptive-comparative research design was employed to gather data from 137 randomly selected Grade 11 and Grade 12 students enrolled at Union Christian College during the aforementioned school year. The research instrument utilized was an adapted Canfield (2017) questionnaire designed to assess overall health and well-being across physical and environmental health, mental and emotional health, and social and spiritual health dimensions. Respondents' holistic wellness was then analyzed, considering various demographic profiles.

Results

The analysis of the respondents' profiles revealed a higher representation of females than males, with family incomes predominantly below P20,000.00 and a majority adhering to the Roman Catholic faith. The respondents generally exhibited good well-being levels across the three dimensions of wellness – physical and environmental, mental and emotional, and social and spiritual. Notably, the study observed a decline in mental-emotional and socio-spiritual health during the pandemic, while physical and environmental health showed improvement. On the whole, respondents' holistic wellness was rated as good.

Significant variations emerged when comparing physical-environmental and socio-spiritual health before and during the pandemic. Mental and emotional health, however, displayed a consistent pattern. Additionally, the respondents' profiles in terms of gender, family monthly income, and church affiliation significantly correlated with the extent of their wellness.

The findings show that most respondents were female students, belonging to families with income levels above the poverty line and identifying as Roman Catholic. The students exhibited favorable levels of physical and environmental, mental and emotional, and social and spiritual wellness. The study suggests that these profiles significantly influence wellness before and during the pandemic. As a recommendation, the study proposes implementing a Holistic Wellness Plan for Senior High School students, acknowledging the multifaceted nature of their well-being.

Discussion

The study underscores the essential need for a comprehensive wellness approach, especially in a disruptive event like the COVID-19 pandemic. The observed shifts in wellness dimensions reflect the pandemic's distinct impacts on various facets of students' lives. The significance of

gender, family income, and religious affiliation in wellness highlights the role of social determinants in shaping individuals' well-being.

The proposed student-led Holistic Wellness Plan addresses immediate concerns and fosters a proactive approach to sustaining well-being. By integrating physical, mental, emotional, and spiritual aspects, the plan can cater to the diverse needs of students. This approach aligns with the core philosophy of holistic wellness, emphasizing the interconnectedness of different dimensions in promoting overall health and flourishing.

In conclusion, this study contributes valuable insights into the holistic wellness of senior high school students within the challenging context of the COVID-19 pandemic. By recognizing the multifaceted nature of well-being and considering the influence of demographic factors, educators and institutions can better tailor interventions to support students in achieving and maintaining optimal holistic wellness.

HEALTH AND SCIENCE

Awareness and Compliance with Hospital Occupational Safety and Health Program

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Introduction

Occupational hazards are a global concern affecting workers across various sectors, with a particular emphasis on developing and industrialized countries. Among these, healthcare workers are at heightened risk due to their regular exposure to physical and chemical agents. Notably, nurses, who constitute a crucial component of the healthcare team, encounter numerous workplace hazards that can influence their health and the efficiency of healthcare delivery. Inevitable occupational injuries emphasize the importance of rigorously following safety and health protocols to optimize the impact of the occupational safety and health program.

Methodology

This research employs a quantitative design with concurrent triangulation, enabling the simultaneous collection and analysis of quantitative and qualitative data. The study was conducted in the district hospitals of the 2nd district of Ilocos Sur, with three out of five hospitals selected as samples. Registered nurses with at least six months of employment in these hospitals were the study participants, totaling seventy-six qualified nurses. Data collection occurred from June to July of 2022, utilizing a cluster sampling approach for sample selection. The questionnaire was divided into two parts, assessing awareness of hospital occupational safety and health protocols, and focusing on compliance.

Results and Discussion

The findings reveal that the seventy-six respondent staff nurses demonstrated moderate awareness and compliance with hospital occupational safety and health protocols. This suggests areas for improvement that could be modified to enhance compliance with these protocols. The study underscores the importance of adopting an enhanced hospital occupational safety and health program, validated through a thorough investigation.

Conclusion and Recommendations

The study's outcomes emphasize the need for targeted efforts to bolster awareness and compliance among staff nurses regarding hospital occupational safety and health protocols. To address these concerns, it is recommended that the proposed enhanced hospital occupational safety and health program undergo pilot testing for future investigations in the field. This will contribute to a more comprehensive understanding and effective implementation of safety measures in healthcare settings.

STANDING TALL LIKE A BAMBOO TREE:
THE LIVED EXPERIENCES OF NURSE RELIEVERS

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Introduction

The vital role of nurses in global healthcare systems is undeniable. As societies grapple with diverse challenges, nursing care has become integral to overall health management. Nurse substitutes, proposed as a solution to fluctuating staffing needs, have become a norm. However, their experiences and challenges can impact patient care. This study delves into the experiences of nurse substitutes, particularly those from Alhada Armed Forces Hospital in Saudi Arabia. Employing Husserlian Phenomenology, the study aims to uncover the intricacies of their roles and how they navigate challenges to deliver optimal patient care.

Methodology

Using the qualitative research approach of Husserlian Phenomenology, the study explored the experiences of nurse substitutes from Alhada Armed Forces Hospital in Saudi Arabia. A purposive sampling method was employed to select participants. Ethical considerations were paramount, as the emotional nature of recalling experiences necessitated sensitivity. Data analysis focused on identifying key themes and subthemes that encapsulated the participants' experiences and challenges.

Results and Discussion

The findings illustrated nurse substitutes' profound dedication and adaptability in delivering exceptional patient care. Despite facing various obstacles, these individuals remained deeply rooted in their commitment to nursing. Themes like personal satisfaction, family ties, and administrative recognition emerged, showcasing the multifaceted motivations that sustain nurse substitutes in their challenging roles. These findings provide valuable insights into the experiences of nurse substitutes and shed light on their pivotal role in maintaining patient care quality.

Implications and Recommendations

The study's conclusions offer concrete recommendations to enhance the experiences of nurse substitutes and, consequently, patient care quality. Financial incentives such as additional compensation, overtime pay, and specialized relief pay can mitigate the challenges associated with their roles. Nursing administrators can introduce measures to reduce occupational stress, easing the burden on nurse relief staff. Positive interventions, such as welcoming orientations, regular check-ins, and expressions of gratitude, can create a supportive environment for nurse substitutes. Recognizing their vital contributions and ensuring a nurturing environment will improve their morale and performance.

Conclusion

Nurse substitutes are crucial in maintaining healthcare standards in the face of staffing challenges. Their experiences and challenges significantly impact patient care quality. By understanding their experiences and needs, nursing leaders and administrators can implement evidence-based strategies to improve nurse substitutes' working conditions and, by extension, patient outcomes. Healthcare institutions can create an environment that fosters exceptional patient care delivery through financial incentives, supportive interventions, and recognition.

Keywords: nurse substitutes, healthcare system, patient care, staffing challenges, financial incentives, supportive interventions, nursing administrators, Saudi Arabian nurse relievers, Alhada Armed Forces Hospital, qualitative research, phenomenological approach, occupational stress, healthcare standards

CONQUERING MOUNTAINS: LIVED EXPERIENCES OF NURSE MANAGERS ON THEIR ROLES AND FUNCTIONS

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Introduction

In today's context, particularly amidst the pandemic, nurse managers play multifaceted roles encompassing intricate responsibilities. These encompass ensuring operational continuity, devising strategies, and resource management to aid nurses in addressing pandemic-induced challenges. The nurse manager's role demands determination and patience, involving tasks such as delivering safe care for COVID-19 patients, managing end-of-life situations, supporting grieving families, alleviating staff anxiety stemming from infection risks, aiding anxious children, and addressing moral dilemmas. Nurse managers, including head and charge nurses, oversee nursing staff, medical resources, financial allocations, patient and nurse satisfaction, care standards, safety protocols, and hospital objectives alignment. The nurse manager position transcends mere job designation; it stands as a call to selfless service driven by an inherent commitment to enhancing nursing care despite the challenges. This study unveiled the lived experiences of nurse managers at Al Khafji National Hospital, Saudi Arabia. It explored their challenges, strategies, and reflections during the pandemic to contribute to the resilience and sustainability of healthcare services.

Methodology

Employing a qualitative descriptive approach, this study utilizes a phenomenological research design to explore the essence of nurse managers' experiences. The primary focus is on understanding the challenges they encounter and the strategies they employ to address these challenges. The study participants comprised seven head nurses who willingly participated and shared their experiences. Purposive sampling was used, including nurse managers with diverse characteristics and backgrounds.

Results and Discussion

From the data analysis, four significant themes emerged: "Going the Distance," "Striding on a Muddy and Rocky Trail," "Hiking Poles to Get Through," and "The Beautiful Scenery and a Breath of Fresh Air." These themes encapsulate the journey of nurse managers, from grappling with fears and challenges to finding motivation and fulfillment in their roles.

The "Going the Distance" theme underscores nurse managers' acceptance of challenging roles and responsibilities, driven by a commitment to professional growth and service improvement. Despite initial trepidation, they embraced these roles as opportunities for personal and career development.

"Striding on a Muddy and Rocky Trail" signifies the perseverance of nurse managers in navigating challenges as they strive to enhance the quality of patient care within the constraints of the pandemic. It reflects their dedication to patient safety, adherence to standards, and continuous quality improvement.

"Hiking Poles to Get Through" illuminates the motivation and sources of strength that sustain nurse managers in their roles. Their determination to fulfill responsibilities is bolstered by factors such as compensation, support from the administration, and the satisfaction derived from professional growth.

"The Beautiful Scenery and a Breath of Fresh Air" encapsulates the sense of accomplishment

and fulfillment nurse managers experience as they overcome challenges. Recognition, professional development, and contributions to hospital objectives provide a sense of purpose and reward.

Conclusion and Recommendations

This study highlights nurse managers' journey through challenges and triumphs, underscoring their commitment to improving patient care and the nursing profession. Recommendations include:

- pursuing advanced education in nursing management,
- developing tailored training programs for current and future nurse managers, and
- providing comprehensive training for bedside nurses to groom them for future management roles.

These efforts can contribute to a resilient and sustainable healthcare workforce ready to tackle present and future challenges.

Keywords: Nurse Managers, Pandemic, Lived Experiences, Challenges, Strategies

CLEAR SKY BEYOND THE TUNNEL: LIVED EXPERIENCES OF NURSES ON TEMPORARY EMPLOYMENT STATUS

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Introduction
Nurses employed temporarily often aspire for enhanced working conditions and improved quality of life. This study delved into the intricate tapestry of lived experiences of temporarily employed nurses.

Method
The chosen methodology, Husserlian phenomenology, enables a profound exploration into the subjective experiences of nurses in temporary employment. Employing purposive sampling, participants were selected based on predetermined criteria to ensure a diverse representation of voices. The research unfolded over three months, from May to July 2022, facilitating a comprehensive understanding of the participants' experiences.

Results and Discussion
The qualitative analysis of the participants' narratives revealed three salient themes that encapsulate their lived experiences:

Entering the Long Winding Tunnel: Participants describe the initial phase of their temporary employment as akin to a journey through a complex and intricate tunnel. This metaphor highlights the transition from their prior professional experiences into temporary employment. They grapple with uncertainties and challenges, adapting to new environments and protocols.

Walking Through the Darkness: In this phase, nurses navigate the darkness of uncertainty, ambiguity, and the unfamiliar. The metaphor signifies the challenges and obstacles faced during their temporary employment tenure. Participants elucidate instances of adjusting to varying hospital dynamics, adapting to ever-changing schedules, and managing patient care under these circumstances.

Passing Through the Tunnel: The final theme represents the participants' eventual transition toward the conclusion of their temporary employment status. The metaphor of passing through the tunnel symbolizes a sense of accomplishment, growth, and transformation. As they near the end of their tenure, nurses reflect on the skills acquired, the resilience developed, and the perspectives gained.

Conclusion
This phenomenological exploration provides a deep understanding of the nuanced experiences of temporary nurses. The emergence of these themes underscores the complexity of their journey, from the initial uncertainty to eventual growth and transformation. However, the study also suggests the need for broader investigations to comprehend the multifaceted requirements of nurses in temporary employment rolls. These insights can be harnessed to effect positive change, improving nurses' working circumstances in similar positions.

MANAGEMENT COMPETENCIES AND SKILLS OF NURSE MANAGERS: BASIS FOR A SUSTAINABILITY PROGRAM

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Introduction

In modern healthcare organizations' complex landscape, nursing management is pivotal in ensuring quality patient care and operational efficiency. Nurse managers' adeptness in management competencies and skills is essential for effective leadership within these dynamic settings. This research assesses the extent of management competencies and skills possessed by nurse managers at Al Khafji National Hospital, laying the foundation for a sustainable program to bolster their capabilities.

Method

To comprehensively investigate this subject, a descriptive developmental research design was employed. The study was conducted at Al Khafji National Hospital in Saudi Arabia, from June 5, 2022, to June 26, 2022. The research sample comprised 72 nurse managers who were chosen to provide a comprehensive perspective. An electronically administered survey questionnaire was utilized, and its use was certified by the UCC Ethics Review Board to ensure compliance with research protocols. Additionally, approval from the Hospital Administration affirmed the research's ethical considerations. The remarkable 100 percent response rate reflected the participants' keen interest and commitment, enhancing the study's empirical robustness. The collected data underwent a thorough analysis using descriptive and inferential statistics.

Findings and Discussion

The study's outcomes unveiled an exceedingly high level of management competencies and skills among nurse managers. This demonstrates their capacity to navigate the multifaceted demands of healthcare leadership effectively. Interestingly, no significant associations were observed between nurse managers' demographic profiles and their exhibited management competencies and skills. Nonetheless, certain specific competencies and skills emerged as areas for potential improvement. These areas encompass conceptual skills, conflict management, change management, and evidence-based decision-making. Recognizing the importance of these competencies in driving successful healthcare outcomes, the study underscores the significance of enhancing them for the nurse managers' sustained effectiveness.

Conclusion and Recommendations

Based on the study's findings, the hospital administration formulated, validated, and recommended a comprehensive sustainability program tailored to the unique needs of nurse managers. This program aims to maintain the nurse managers' existing competencies and elevate them further to meet evolving healthcare challenges. Notably, the sustainability program prioritizes the two highest-rated competencies of professionalism and resource allocation, ensuring these crucial skills remain finely honed.

In essence, this research illuminates the pivotal role of nurse managers in contemporary healthcare organizations and underscores the importance of their management competencies and skills. By recognizing the need for ongoing development and growth, healthcare institutions can cultivate a cadre of nurse managers capable of navigating the complexities of the ever-evolving healthcare landscape.

AWARENESS AND EFFECTIVENESS ON DRUG ADVOCACY PROGRAM OF THE DEPARTMENT OF HEALTH-TREATMENT AND REHABILITATION CENTER

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Introduction

Drug advocacy programs are vital strategies designed to combat drug abuse by providing credible information about drugs, their effects, and potential consequences. These initiatives target vulnerable individuals to foster social inclusion and heightened awareness. Despite continuous efforts to address drug-related issues, global statistics and surveys indicate a concerning increase in drug abuse cases, particularly among the youth. This study aims to evaluate the awareness and effectiveness of the Department of Health's Drug Advocacy Program, focusing on the clinical staff of San Fernando La Union Treatment and Rehabilitation Center (SFLU TRC), the Sangguniang Kabataan/local youth, and Anti-Drug Abuse Council officers of San Fernando City and San Juan, La Union.

Methodology

A descriptive developmental research method was adopted for this study. Data collection utilized a modified questionnaire that underwent expert validation and reliability testing. Administered to 86 respondents, including Anti-Drug Abuse Council officers, clinical staff of SFLU TRC, and Sangguniang Kabataan/local youth, the questionnaire's ethical compliance was ensured through review by the Ethics Review Board. Statistical analysis involved weighted mean calculations for awareness and effectiveness assessment and Analysis of Variance (ANOVA) to determine significant differences between the three respondent groups.

Results and Discussion

Results showed a high level of awareness among the respondents about various aspects of drug abuse. Topics such as Prevention and Management of Drug Abuse, Risks and Dangers of Drug Abuse, Drug Use, and factors contributing to drug use received high weighted mean scores, collectively indicating an extreme level of awareness across the groups. This suggests that the drug advocacy program effectively conveyed essential knowledge regarding drug abuse, its risks, and preventive measures.

Moreover, the findings highlighted the substantial effectiveness of the drug advocacy program. Elements such as Advocacy Content and Structure, Advocacy Program Tools, and Resource Persons received high weighted mean scores, indicating that the program significantly increased participants' knowledge and awareness of drug abuse. Furthermore, participants demonstrated active engagement during discussions, retaining and applying knowledge in various contexts, including sports events and youth-focused activities.

Meanwhile, youth leaders recognized the influence of social factors on drug abuse, while resource speakers were found to be particularly effective in engaging Anti-Drug Abuse Council officers. The role of credible resource persons, especially those with relevant experiences, emerged as a vital component in fostering effective advocacy.

Conclusion and Recommendations

In summary, the study concludes that the drug advocacy program effectively increased awareness about the dangers of drug abuse among clinical staff, youth leaders, and Anti-Drug Abuse Council officers. Furthermore, the program's structure, content, and resource persons

contributed to the highly effective dissemination of knowledge. Nevertheless, variations in responses point to areas requiring further attention. To sustain and enhance awareness, it is recommended to design a drug advocacy sustainability program that accommodates the unique needs of different groups, including youth, anti-drug abuse councils, and clinical staff in rehabilitation settings. Such an approach can ensure the longevity and efficacy of anti-drug abuse initiatives, contributing to a healthier and drug-free society.

Beyond the Call of Duty Across the Dunes:
Lived Experiences of Nurses Caring for Covid-19 Patients

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Introduction

Caring constitutes an intrinsic and foundational element of nursing practice principles (Adams, 2016). In the wake of the emergence of the Corona Virus Disease 2019 (COVID-19), nurses found themselves at the forefront, courageously tending to patients afflicted by the virus. Amidst the relentless pandemic, their capacity for compassion and care proved pivotal. Their journey spanned an extended duration, testing the bounds of their professional capabilities and the authenticity of their caring demeanor. Despite the dearth of research encompassing the nuances of their caring attributes, this study was crafted to delve into the lived experiences of nurses caring for COVID-19 patients.

Method

Rooted in Husserlian's phenomenology, the study explored these lived experiences, leveraging a meticulous process of systematic collection and analysis of narrative materials. The objective was to unravel the intricate tapestry of these experiences, fostering an understanding of their inherent significance. The researcher, assiduously delving into the narratives, abstained from imposing interpretations. Instead, the focus was dissecting participants' depictions and categorizing them into meaningful themes. Through this process, the essence of nurses' lived encounters was distilled, illuminating the phenomena within their consciousness.

Purposive sampling was enlisted, assembling a cohort of ten participants spanning the months of May to June 2022. Ethical considerations were paramount, prompting a comprehensive review and endorsement by the Ethics Review Board before data collection. Individual interviews persisted until data saturation was achieved, ensuring a comprehensive exploration of the subject matter. The data analysis adhered to Giorgi's Method of Interpretation, a systematic approach that facilitated the extraction of salient insights from the amassed narratives.

Findings

The study's outcomes unveiled five pivotal themes: "Escape from the Mirage," "Navigating the Burning Sand," "Running the Humming Dunes," "Encircled by the Blooming Cactus," and "Grasping the Oasis." These themes presented a profound comprehension of the nursing professionals' distinctive caring attributes when dealing with COVID-19 patients. Moreover, the study's recommendations underscored the imperative for comprehensive support interventions, encompassing facets such as fostering a positive work environment, acknowledging their unwavering dedication, disseminating clear communication protocols, and providing robust support mechanisms via supervisors and management. Such interventions were deemed crucial for bolstering morale within the nursing cadre.

Discussion

Consequently, these findings are a potent springboard for evidence-based research endeavors to refine and amplify the nursing domain's caring attributes. The study served as the inception of their narrative, encapsulating their formidable struggles to attend to patients' needs, dispel uncertainties, and surmount their fears to persist in their duties steadfastly. These nursing professionals exhibited unparalleled tenacity, traversing metaphorical burning sands, and surmounting tempestuous trials that dotted their path. Their relentless commitment was

underscored by an unrelenting drive to surmount discrimination, preconceived notions, and rejection.

Adversity served as a crucible within which their mettle was tested, spotlighting their ability to function optimally under duress, adapt to novel care modalities, and exhibit resourcefulness in their battle against an invisible adversary. Analogous to the resilient cactus, their endurance allowed them to perceive beyond the visible, consistently surpassing the call of duty. Furthermore, their narratives illuminated instances where they seized moments of respite amidst the inhospitable landscape of their workplaces. These instances were marked by a robust support system, honed skills, efficacious coping mechanisms, and a commitment to nurturing their own well-being – all of which collectively fortified their capacity to continue delivering compassionate care to their patients.

This study's implications transcend the immediate scope of nursing practice during the pandemic. Its insights can reshape healthcare strategies, elevate nursing, and foster a more resilient, empathetic, and adaptable healthcare workforce. Through its ripple effects, the study contributes to the broader goal of creating a more compassionate and effective healthcare ecosystem for all.

THE BLOOM OF A ROYAL JASMINE: LIVED EXPERIENCES OF NURSE PRECEPTORS IN THE INTENSIVE CARE UNIT

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Introduction

Nurse preceptors have long been recognized for their pivotal role in acclimating new employees to change, facilitating learning, and helping them embrace contemporary roles. The preceptorship process is essential for easing the challenging adjustment that newly hired nurses often face. The transformation from novice to skilled nurse necessitates guidance from qualified preceptors. Effective clinical preceptors in the intensive care unit (ICU) must receive ongoing support to be both supportive and constructive to the preceptees. This article delves into the profound responsibilities, rewards, and challenges nurse preceptors face. It explores their remarkable experiences, underscoring their value in enhancing departmental or unit needs.

Methodology

This study delved into the lived experiences of nurse preceptors in the ICU, guided by the central question: "What are your experiences as a clinical preceptor in the intensive care unit?" The research utilized the Husserlian qualitative method to gain a deeper understanding of nurse preceptors' lived experiences and explore opportunities to leverage their skills for departmental needs. The study involved ten nurse preceptors selected through purposive sampling. The Union Christian College Ethics Review Board and the King Abdulaziz International Medical Research Center granted ethical approval. Data collection occurred between May and June 2022, using unstructured online Zoom interviews. The participants' responses were analyzed using cool and warm analysis techniques, while Moustakas' steps were utilized for understanding and interpreting the meanings embedded in their experiences.

Findings

From the cool and warm analyses of participants' verbalizations, four themes emerged:

1. **Navigating the Tempest (Challenges and Struggles):** This theme parallels a tempestuous storm or a battle, symbolizing the challenges and struggles nurse preceptors encounter while training and precepting new critical care nurses. The theme delves into the interactions and experiences of clinical preceptors in a tertiary hospital, shedding light on their struggles while precepting critical care nurses.
2. **The Wooden Fence (Coping Mechanisms):** Depicting coping mechanisms, approaches, and techniques, this theme likens nurse preceptors to a sturdy wooden fence, embodying their aspirations. The metaphor signifies the nurse preceptors' ability to fulfill their tasks and uphold their beliefs. The theme explores how nurse preceptors seamlessly transition through the preceptorship program by relying on support systems, self-awareness, and strategic coping approaches.
3. **Sowing Seeds of Inspiration:** With the nursing profession's increasing diversity in career pathways, this theme highlights the importance of mentorship. Just as every nurse once needed guidance, these nurse preceptors guide fresh graduates as they transition into adept team members capable of providing safe and efficient patient care.
4. **Beauty in Bloom (Learning and Realization):** Comparable to the growth and blossoming of Jasmine flowers, this theme underscores the growth of nurse preceptors and preceptees into highly skilled and competent nurses. The metaphor signifies not only advancement but also individual pacing in learning. Nurse preceptors, like flowers, learn and improve in their profession, finding self-esteem through precepting experiences.

Implications and Recommendations

The study's outcomes offer a rich understanding of "The Bloom of a Royal Jasmine: The Lived Experience of a Nurse Preceptor." It provides valuable insights into managing preceptorship training for ICU nurses, which is crucial for delivering quality healthcare. The research emphasizes adequate preparation and continuous support for nurse preceptors. Effective preceptorship relies on collaborative teamwork and transparent communication across the care team.

Based on the study's findings and conclusions, several recommendations are proposed:

- Develop an action plan to address the study's results, focusing on enhancing the training and competencies of new nurse preceptors.
- Consider expanding the preceptorship program to encompass a broader range of staff nurses, fostering effective nurse preceptors across various clinical practice areas.
- Utilize the study's findings as a blueprint for policy recommendations to elevate the growth and development of nurse preceptors, especially those within the ICU setting.

In summary, this study contributes significantly to understanding nurse preceptors' roles and experiences in the ICU. Nurse preceptors become instrumental in developing skilled and compassionate healthcare professionals by addressing the challenges, showcasing coping mechanisms, inspiring others, and fostering growth.

Keywords: Lived experiences, Nurse Preceptors, Intensive Care Unit

UNITED WE STAND: LIVED EXPERIENCES OF NURSES ON INTERPROFESSIONAL COLLABORATION

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Introduction

A thriving team operates cohesively, exemplifying effective collaboration. In nursing, collaboration plays an integral role, profoundly influencing patient outcomes through the synergy of teamwork. This study explored the lived experiences of nurses engaged in interpersonal collaboration, a multidisciplinary approach in which professionals from diverse fields converge with a shared perspective on delivering patient care. The pivotal question guiding this investigation was, "What are the experiences of staff nurses regarding inter-professional collaboration?"

Method

This study embraced the qualitative research paradigm to comprehensively present participants' lived experiences, specifically employing Husserlian Phenomenology. This method enabled the unveiling and elucidation of the structures and forms inherent in conscious experiences. At its core, Husserlian Phenomenology starts by encapsulating a person's encounter with an experience. According to Husserl's philosophy, phenomenology delves into consciousness without confining the objective and collective meanings of experiences solely to subjective occurrences (Walters, 2017). Thus, employing descriptive phenomenology, this research delved deeply into the narratives of nurses deeply involved in inter-professional collaboration. By scrutinizing consciousness without reducing the objective and shareable meanings of experiences to mere subjectivity, this approach was aptly suited for investigating nurses' lived encounters within the inter-professional collaboration.

The participants were thoughtfully selected through unstructured interviews, a methodology employed to collect rich and insightful data. Before commencement, the Union Christian College Ethics Review Board meticulously reviewed and sanctioned the research to ensure its credibility. The data collection spanned from May to July 2022, involving 10 participants. The participants' profound narratives were skillfully extracted through unstructured interviews. The Giorgi steps were employed in the subsequent data analysis phase to illuminate the nuances of nurses' collaborative experiences.

Findings

Three dominant themes emerged from the comprehensive exploration: (1) "Stormy Days," denoting challenges and struggles, (2) "An Umbrella," encapsulating defense mechanisms and coping strategies; and (3) "A Lightbulb," signifying insightful learnings. These themes organically arose from the participants' accounts, echoing their journeys of inter-professional collaboration within the healthcare team. These narratives also portrayed how the participants navigated challenges, resolved conflicts, and engaged with fellow team members.

Discussions

Drawing from the insights gleaned from this study, several recommendations surfaced: Administrators might contemplate fostering constant communication among all health team members through diverse strategies like regular meetings, professional development initiatives, and team-building activities. For thorny issues necessitating resolution and proactive engagement, specialized conflict resolution and engagement strategies could be prudent.

Financial concerns identified in the study could potentially be addressed through salary adjustments, enhancing the financial well-being of healthcare professionals. To cement and enhance inter-professional collaboration across the healthcare spectrum, the proposition of a Comprehensive Enhancement Program garnered attention.

In sum, this research underscored the significance of inter-professional collaboration in nursing, attesting to the participants' experiential insights. Through challenges and triumphs alike, these nurses' stories illuminated pathways for smoother collaboration and problem-solving within multidisciplinary healthcare settings. This study's findings offer concrete recommendations for healthcare administrators to amplify collaboration, ameliorate conflicts, and augment the overall effectiveness of inter-professional teamwork.

LANGUAGES AND LINGUISTICS

Learning Status in a Multilingual Junior High School Setting: A Cross-sectional Study

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In examining the shifting paradigms within the education system, it becomes imperative to emphasize the critical assessment of student's learning progress. This ensures the attainment of the overarching objective of education - to cultivate students with the essential knowledge, competencies, and values required for personal, familial, and societal advancement. This necessitates exploring the learning dynamics at Union Christian College through a multilingual lens using a descriptive-correlational research design.

The study involved students from grades seven to ten as participants, and data collection predominantly relied on a questionnaire crafted by the researcher, drawing insights from diverse literature sources. Furthermore, the questionnaire was scrutinized by seven research experts and multilingual education specialists—using descriptive and inferential statistics to address the research inquiries.

The study outcomes disclosed that students predominantly employ Ilokano, Tagalog, and English (sequentially) as their languages of choice at home. Conversely, outside the household, they tend to use Tagalog or Ilokano, followed by English. Within the school environment, the order of language usage is English, Tagalog, and Ilokano. Regarding linguistic alignment with practical learning, students perceive a smoother comprehension of their subjects when instructed in Tagalog, Ilokano, and English. Beyond the conventional language of instruction, students assert that their learning experience improves when these three languages are skillfully interwoven as auxiliary mediums of comprehension. The interplay of these variables highlights a significant connection between language use and the pace of learning, with students' grades correlating to teaching methods employing appropriate instructional languages.

As a result, the study underscores the potential of adopting a multilingual approach within the teaching process to enhance students' learning outcomes. This broader implication resonates beyond the confines of Union Christian College. It emphasizes the significance of integrating students' linguistic diversity into the teaching framework, not only for improved learning but also for fostering an inclusive educational environment that honors students' backgrounds and facilitates effective communication. However, while these findings hold substantial implications, it is essential to acknowledge the limitations of this study's scope. The research focused on a specific institution and grade level, possibly restricting the generalizability of the results to broader educational contexts. Therefore, while the study emphasizes the need for multilingual instruction for improved learning outcomes, educators and policymakers must interpret and apply these findings judiciously, accounting for the unique characteristics of their respective institutions and student populations.

In sum, this study transcends its localized scope by highlighting the value of a multilingual teaching approach. It underlines the importance of recognizing linguistic diversity as an asset and underscores its potential to contribute to a more effective and inclusive educational experience.

Keywords: multilingual classroom, language of instruction, multilingualism in the junior high school

Literary Significance and Cultural Relevance
of Selected Ilokano Short Stories

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Abstract

Literature reflects human life, capturing our experiences across time – past, present, and future. However, local literature has faced a decline in interest among young readers, possibly due to a focus on famous national and international works in classrooms. To address this, a study delved into Ilokano short stories. These stories were carefully examined to understand their artistic value and relevance to current society.

The study's approach involved analyzing the stories using different methods from literary criticism. It looked closely at six Ilokano short stories written between the 1990s and early 2000s. These stories, including titles like "*Desparecidos*" (Disappearance), "Jimmy Boy," "*Anniniwan iti Likudan ti Arado* (Shadow Behind the Plow), Voice Tape, "*Addakanto Koma iti Panagturposko*" (I Wish to See You in My Graduation Day), and *Ama Anib* (Father Anib) covered various themes.

The results of this analysis highlighted two essential aspects of these stories. First, they aligned with key elements of literary work, incorporating symbols that conveyed societal issues. The stories symbolically tackled topics like supporting the disadvantaged, navigating dreams and reality, economic disparities, and the significance of family. Moreover, these stories painted a vivid picture of Ilokano values. They showcased strong family bonds, resilience, determination to chase dreams, and the fight for justice and freedom.

These insights made it clear that Ilokano literature shares qualities with national and international literary standards. The prominence of the Ilokano language also spoke to its potential as a language for education, science, and business. This led to a recommendation to incorporate these stories into school curricula, possibly translated into English or Filipino for broader reach. By taking these steps, the rich tapestry of Ilokano literature could spread across education and culture, bridging tradition and the contemporary world.

Keywords: literary criticism, discourse analysis, Ilokano short stories

Writing Competence of Junior High School Students

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The acquisition of writing proficiency is a pivotal accomplishment that every individual must strive to cultivate, constituting a formidable challenge that transcends the boundaries of educators and learners. This pivotal reality has impelled scholarly scrutiny into students' writing capabilities in the seventh grade at Union Christian College during the Academic Year 2021-2022. In pursuit of comprehensive insights, the researchers employed the descriptive-correlational paradigm. The study embraced a substantial cohort of 96 students, who not only willingly extended their consent but also secured parental acquiescence, manifesting an unwavering commitment to academic inquiry consistent with the rigorous research protocols upheld by the College.

In the study's plan, students were given specific topics that covered various writing aspects. This setup formed the foundation for evaluating their writing skills, including mechanics, grammar, organization, and content. Two statistical tools were used to analyze the data--the weighted mean and the Pearson Correlation Coefficient (Pearson-R), which added depth and clarity to the research process.

The study's results emphasized that the students were improving their writing skills, indicating that they were at a stage of development in terms of writing proficiency. This growing proficiency was evident in several dimensions of writing, such as mechanics (like punctuation and spelling), grammar, the structure and flow of their writing (organization), and the substance and ideas presented (content). Furthermore, the research outcomes illuminate an intriguing relationship between teaching methods and students' writing proficiency. Specifically, teachers' approach to instruction substantially impacted students' ability to write effectively. Particularly noteworthy is that a teaching approach characterized by greater stringency and rigor influenced the student's writing skills significantly. This unexpected finding suggests that students tend to excel in their writing abilities when teachers adopt a stricter approach, possibly involving more focused guidance and structured learning.

The results underscore the dynamic interplay between teaching strategies and student outcomes in writing proficiency. The fact that a more disciplined and rigorous instructional approach yielded improved writing skills among students unveils an unconventional yet valuable insight for educators. This finding encourages educators to consider the efficacy of different teaching styles and to explore how a balance between firm guidance and creative expression can yield optimal results in fostering proficient writers.

Keywords: writing competence, junior high school students, teaching approach in writing

Ilokano Competence of Pre-Service Elementary Teachers

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Abstract

In the Philippine basic education system, where the medium of instruction shifts to the mother tongue in public kindergarten up to grade 3, the implications for future educators require exploration. This study aimed to evaluate the proficiency of pre-service elementary teachers in the Ilokano language within the educational landscape of La Union. The objective was to assess their readiness to implement the Mother-Tongue Based - Multilingual Education (MTB-MLE) curriculum. Employing a descriptive-correlational research design, the study encompassed pre-service elementary teachers across various state colleges, universities, and private higher education institutions in the province.

Quantitative analysis techniques were employed to dissect the data, encompassing frequency counts and percentages for demographic variables alongside Pearson's correlation coefficient for relevant linguistic assessments. The outcomes illustrated that most respondents identified as female and hailed Ilokano as their primary language in their home environments. However, their proficiency in the Ilokano language, particularly in terms of mechanics, grammar, organization, and content, was observed to be at a developing stage. This implies that while the pre-service elementary teachers possessed some level of competency in these language aspects, there was room for improvement and growth. Their grasp of the finer points of language mechanics, such as punctuation and syntax, as well as their understanding of grammar rules, organization of ideas, and depth of content expression, appeared to be progressing. In other words, their skills and abilities in these language dimensions still needed to be fully mature or advanced, suggesting that there was still space for enhancement through focused learning and training. This developmental stage signifies that they had a foundation to build upon but would benefit from targeted interventions and educational efforts to refine and elevate their language proficiency to a more proficient level.

Despite considering factors such as age, gender, enrolled course, school type, ethnolinguistic background, and primary language spoken at home, the study demonstrated that these variables, except for the course of study, did not significantly influence the pre-service teachers' grammar and content competencies. Intriguingly, the course they were enrolled in markedly influenced their mechanics and organizational competencies.

The study's implications underline the necessity for an Ilokano teaching capacity program to augment and enrich both linguistic and pedagogical skills among pre-service educators, ensuring more effective implementation of the MTB-MLE curriculum. This advances teachers' proficiency and aligns with the broader goals of enhancing the quality of mother tongue-based education in the Philippines.

Key words: Ilokano language competency, MTB-MLE, pre-service teachers

Language Learning among an Ilocano-Kapampangan Multilingual Family

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Families play a crucial role in fostering communication among their members, and language is the cornerstone of this interaction. A child's exposure to multiple languages significantly influences their aptitude for acquiring new linguistic skills. The ability to learn a language is intricately woven into a tapestry of circumstances that span a diverse range of factors. To comprehend the intricate dynamics of multilingualism, researchers delve into the nuanced experiences that shape how families embrace and navigate the languages they speak. In this pursuit, a researcher, a third-generation member of a multilingual family, undertook a study focused on an Ilocano-Kapampangan family lineage. The distinct features of these languages piqued her curiosity, driving her to explore the motivations that underpin their acquisition within her family.

The study adopted a narrative inquiry approach to glean insights from five family members: the paternal and maternal grandparents and three of their children. Regrettably, two family members were not part of the study – one declining participation and the other being unavailable during the data collection phase. Through unstructured interviews, the researchers delved into the unique experiences that shaped their acquisition of languages beyond their mother tongue. Employing content analysis, the gathered data was meticulously sifted and categorized, revealing the motivations that propelled their multilingual journey.

The findings unveiled a multitude of motivations that acted as catalysts for language acquisition. Before meeting his wife, the Kapampangan patriarch had already encountered the Ilocano language through radio broadcasts. His pursuit of employment led him to migrate to La Union, where he immersed himself in Ilocano-speaking environments. Collaborating with native speakers expedited his language learning process as he keenly absorbed linguistic nuances through attentive listening and communication attempts. Interestingly, he admitted to learning Ilocano somewhat unconventionally, as those around him often prompted him to express unfamiliar phrases, ultimately leading him to grasp their meanings and intricacies.

By the time the patriarch married the matriarch, their linguistic landscape expanded. Engaging with Ilocano and Kapampangan-speaking colleagues, the matriarch, too, acquired the Kapampangan language through passive interactions. The marriage itself fostered a conducive environment for language learning, with both partners taking on the roles of teachers, facilitating each other's linguistic development. Consequently, their children naturally imbibed Ilocano as their mother tongue while simultaneously being exposed to Kapampangan as their second language. However, the journey was not entirely smooth, as one child faced motivation stemming from negative experiences – teasing propelled her to master the Kapampangan language.

Another child's acquisition of Kapampangan was facilitated by a more knowledgeable mentor, exemplifying the role of guidance in language acquisition. Interaction played a pivotal role, with exposure to playmates, friends, and adults further shaping their linguistic prowess. Formal education later introduced additional languages, such as Tagalog and English. The influence of marriage and professional life emerged as influential factors, as one son expanded his linguistic repertoire through his wife and work-related interactions.

The family's multilingual journey emerged from a confluence of factors. Early exposure, active

listening to native speakers, and motivation derived from negative experiences all contributed. The interplay of distinct ethnolinguistic backgrounds through marital bonds added another layer to the language-learning tapestry. Migration and work-induced linguistic adjustments further underscored the family's linguistic evolution. The findings align with various language acquisition theories, including the Nativist and Innatist theories, the Critical Age Hypothesis, the sociocultural learning theory, and the behaviorism theory.

These insights are invaluable in comprehending the intricate language acquisition processes within multilingual families. While this study presents a rich tapestry of experiences, future research should focus on third and fourth-generation family members to uncover potential trends. Additionally, a more extended study duration could yield more profound insights, solidifying the stability of the gathered data.

Keywords: multilingualism, language learning, family language

RESEARCH AND POLICY REVIEW

Transformative Strategies and Achievements in Higher Education Institutions: A Research Policy Review of Union Christian College's Journey towards Academic Excellence and Global Outreach

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Abstract

This research policy review examines the transformative journey of Union Christian College (UCC) from the pre-pandemic to the post-pandemic era. Despite facing significant challenges, UCC has demonstrated exceptional performance and commitment to sustaining its operations. The review highlights UCC's achievements, including international partnerships, service-learning initiatives, blended instruction, accreditation success, and program expansion. Looking ahead, UCC's goals and initiatives for the 2022-2027 term emphasize academic rationalization, graduate program expansion, community engagement, and technological innovation. The implications of UCC's journey extend globally, showcasing the significance of academic excellence, research collaborations, and the holistic development of students. This research policy review provides valuable insights into UCC's transformative efforts, serving as a model for educational institutions seeking to excel in a rapidly evolving landscape.

Introduction

Union Christian College (UCC) has undergone significant transformations from the pre-pandemic to the post-pandemic era, covering the administrative terms of 2017-2022 and 2022-2027. Despite facing various challenges during the previous term, UCC has demonstrated outstanding performance and commitment to sustaining its operations. In the current administrative term, UCC aims to focus on academic excellence, positive prophetic presence, and spirituality through its UCC @APPS agenda. This research policy review will outline the achievements and goals of UCC, highlighting the specific initiatives and strategies for the 2022-2027 term.

Achievements and Measures of Outcome:

During the 2017-2022 administrative term, UCC successfully implemented several measures to enhance its instruction, research, and extension programs. Key achievements include:

International Partnerships: UCC established research partnerships with the Ascendens Asia Group and Singapore Institute of Multidisciplinary Professions, elevating its localized research dissemination and publications. This international collaboration enhances UCC's global presence and research contributions.

Service-Learning Asia Network: UCC became an institutional member of the Service-Learning Asia Network, emphasizing its commitment to community engagement and service-learning initiatives.

Blended/Hybrid Instruction: UCC continued to utilize blended/hybrid instruction, ensuring flexibility and adaptability in response to changing educational needs.

Regional Quality Assurance Team (RQAT) Commendation: UCC received a satisfactory commendation from the RQAT of the Commission on Higher Education (CHED) for all visited collegiate programs, demonstrating quality assurance and compliance.

Limited Face-to-Face Approval: UCC obtained the approval of the local government unit (LGU) and CHED for the limited implementation of face-to-face classes and activities, facilitating a safe and conducive learning environment.

Program Expansion: UCC obtained permits to operate new programs, such as BS Real Estate Management and BS Information System under the School of Business Sciences, ensuring program diversity and meeting industry demands.

Consortium Agreements and Community Partnerships: UCC renewed its consortium agreement with PCU Manila, established partnerships with the City of San Fernando and the Institute of Social Order (ISO), and adopted Sta. Monica as its Adopted Barangay, strengthening collaborations for graduate programs and community engagement activities.

Accreditation Achievements: UCC received level 2 five-year accreditation for several programs, including MAEd in Teacher Education, MAEd in Pre-School Education, Bachelor in Secondary Education, Bachelor in Elementary Education, and Bachelor of Science in Business Administration. Additionally, level 2 three-year accreditation was obtained for programs such as Bachelor of Science in Accountancy, AB Programs, Junior High School, Elementary, and Pre-School programs. The MAN program achieved level 1 three-year accreditation from its candidate status.

Goals and Initiatives for the 2022-2027 Term:

The 2022-2027 administrative term at UCC focuses on the UCC @APPS agenda, which aims to transform the institution into a top-notch center of higher learning with global outreach. The specific goals and initiatives for this term include:

Academic Rationalization: UCC plans to rationalize academic and academic support departments to meet the evolving demands of the times, ensuring efficiency and effectiveness in delivering quality education.

Graduate Program Expansion: UCC aims to increase the offerings of its Graduate School programs in collaboration with the Philippine Christian University (PCU), focusing on the Transnational & Globalization Program and the development of an MS in Nursing Program.

Accreditation and Program Expansion: UCC aims to sustain the high accreditation status of the Nursing Program and secure reaccreditation for Level IV. Additionally, partnerships with the Polytechnic College in La Union (PCLU) will expand the school's capacity to cater to students, particularly in the BS Nursing program. Furthermore, the introduction of new programs such as Bachelor of Culture and Arts Education (BCAEd) and TESDA/short-term programs in the School of Health Sciences will enrich program offerings.

Certification Programs and Business Sciences: UCC plans to intensify the offering of certification programs in Teaching and Early Childhood Education (ECE) under the School of Education, Arts, and Sciences (SEAS). The School of Business Sciences (SBS) will reinforce new programs in BS Real Estate Management (BE REM) and BS Information System (BS IS), aligning with industry demands.

Campus Expansion and Outreach: UCC aims to operationalize the Union Christian College, Rosario Annex, under the supervision of the Basic Education Department, enhancing the institution's presence and accessibility. Furthermore, UCC seeks to expand research engagements with Ascendens Asia Singapore and other partners, advancing its reputation as a research-oriented institution.

Marketing, Promotion, and Alumni Affairs: UCC plans to advance its marketing, promotion, and alumni affairs programs by establishing the Center for Research Development, Marketing, and Alumni Affairs (CReDMAA), ensuring effective communication and engagement with stakeholders.

Community Engagement and Technological Innovation: UCC aims to strengthen its community engagement programs through the Center for Community Engagement, Technological Innovation, and Development (CCETID), fostering partnerships and enhancing the impact of outreach activities. Additionally, UCC plans to enhance its technological infrastructure, connectivity, and instructional platforms to facilitate effective teaching and learning experiences.

Quality Assurance and Accreditation: UCC intends to institutionalize a dedicated Quality Assurance and Accreditation Unit, ensuring continuous improvement and compliance with quality standards.

UCC@APPS (2022-2027 Administrative Agenda) Phase 1 Milestones (SY 2022-2023)

Accreditation and Regulatory Bodies Visit:

a. The BECEd program received level 2 - five years accreditation status and was invited for level 3.

b. The BSN program received level 3 - five years accreditation status and was invited for level 4.

c. The BSA program received commendation during its visit by the Board of Accountancy (BOA) in March 2023.

Internationalization and Partnerships:

a. UCC research has been accepted for presentation in India at the SLAN conference on July 19-21, 2023.

b. Finalization of the Memorandum of Agreement (MOA) with Chonburi Technological College, Thailand.

c. Scheduled MOA signing and research presentation at STIKES, Bali Indonesia on June 18-21, 2023.

d. Benchmarking and partnership MOA signing with research presentation in Korea on July 24-28, 2023.

e. MOU forged with SEAMEO INNOTECH on February 14, 2023.

f. Library Consortium established with North Luzon Adventist College (NLAC).

Licensure Examination:

a. Nursing Licensure Examination:

　　May 2022: UCC achieved a 100% passing rate.

　　November 2022: UCC achieved a 75.86% passing rate.

b. Licensure Examination for Teachers (March 2023):

　　BSEd: UCC achieved an 85.71% passing rate.

　　BEEd: UCC achieved a 66.67% passing rate.

Instructional Program:

a. Subscription to Quipper (LMS) for the Senior High School.

b. Implementation of the Certificate of Teaching and Teaching in Filipino Programs.

c. SEAMEO INNOTECH micro-credential training for UCC Graduate School.

Research:

a. Expanded research engagements through ASCENDENS MOA, including research conferences, publications, and partnerships.

b. Creation of an online repository for student thesis research.

c. Empowered academic departments in research programs.

d. 80% of research by students and faculty published in the ASCENDENS Journal.

e. Internationalization of research programs through publication in international research journals and collaborations with other institutions.

Conclusion:

Union Christian College has showcased remarkable progress in the face of challenges, demonstrating its commitment to academic excellence, research, and community engagement. As UCC embarks on its 2022-2027 administrative term, the outlined goals and initiatives provide a strong foundation for sustained growth, program expansion, technological advancement, and global outreach. By aligning its agenda with the UCC @APPS framework, the institution aims to solidify its identity, heritage, and spirituality while becoming a prominent symbol of the church's educational ministry.

The Essence of Personal Curriculum Owning by Education Stakeholders in the Successful Curriculum Implementation

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Abstract

Curriculum plays a pivotal role in shaping the quality of education and the learning experiences of students. However, numerous curriculum failures have been observed due to the lack of personal curriculum ownership by teachers, learners, parents, and other education stakeholders. This research essay explores the concept of personal curriculum owning and its significance in mitigating curriculum failures. By examining the role of teachers, learners, parents, and stakeholders in curriculum development and implementation, this paper seeks to highlight the importance of fostering a sense of ownership within these groups and proposes strategies to empower them to actively engage in curriculum design and delivery. The findings reveal that personal curriculum owning fosters a positive educational environment, enhances student motivation and learning outcomes, and promotes collaboration and innovation in the education system.

Introduction

Education systems worldwide continually strive to provide effective and meaningful learning experiences for students. Central to this endeavor is the development and implementation of curricula that align with the needs of learners, society, and the ever-changing world. However, despite the efforts of educators and policymakers, curriculum failures remain a significant challenge. One crucial factor contributing to this problem is the lack of personal curriculum ownership among key stakeholders, including teachers, learners, parents, and other education stakeholders. This essay delves into the essence of personal curriculum owning, exploring its importance, the causes and consequences of its absence, and potential strategies to foster this sense of ownership.

Addressing the issue of personal curriculum ownership is of paramount importance to overcome curriculum failures and promote effective education. By empowering teachers as co-creators of the curriculum, educational institutions can foster a culture of ownership, motivation, and dedication among educators. Involving teachers in curriculum development enables them to align teaching strategies with their expertise, students' needs, and the local context. Research by Hargreaves (1994) demonstrates that teacher ownership in curriculum development leads to enhanced job satisfaction and professional growth, ultimately resulting in improved learning outcomes. Moreover, nurturing learner-centered curriculum design is critical to creating engaging learning experiences. When educators integrate learner perspectives into curriculum design, they can tailor educational content and strategies to meet the unique needs, interests, and learning styles of individual students, promoting greater student motivation and achievement (Kuh, 2008).

Engaging parents as educational partners also plays a pivotal role in establishing personal curriculum ownership. Parents are crucial stakeholders in their children's education and involving them in curriculum decision-making processes enhances their understanding of the curriculum and strengthens their support for their children's learning (Epstein, 2001). This collaboration creates a cohesive learning environment that nurtures students' holistic development. Additionally, fostering stakeholder collaboration beyond teachers, learners, and parents is essential. Policymakers, administrators, and community representatives also hold a vested interest in curriculum development. Collaborative engagement among these stakeholders ensures that curriculum decisions are aligned with broader societal goals (Spillane et al., 2002). By creating a shared vision for education, inclusive of all stakeholders, personal curriculum owning can become a driving force in developing a more effective and impactful education system.

1.0 Understanding Personal Curriculum Owning

Personal curriculum owning refers to the active involvement and investment of teachers, learners, parents, and education stakeholders in the curriculum development, implementation, and evaluation processes. It goes beyond mere compliance with prescribed guidelines and embraces a proactive approach where individuals become co-creators of their learning journey. This sense of ownership entails a deep commitment to aligning educational objectives with individual needs, aspirations, and contexts.

1.1 Empowering Teachers as Curriculum Co-Creators

Teachers are the driving force behind successful curriculum implementation. Empowering them as co-creators of the curriculum fosters a sense of ownership, motivation, and dedication to their profession. Involving teachers in curriculum development enables them to align teaching strategies with their expertise, students' needs, and the local context. According to Hargreaves (1994), teacher ownership in curriculum development enhances job satisfaction and professional growth, resulting in improved learning outcomes.

1.2 Nurturing Learner-Centered Curriculum Design

Learner-centered curriculum design emphasizes tailoring educational content and strategies to meet the unique needs, interests, and learning styles of individual students. Integrating learner perspectives in curriculum design allows educators to create engaging learning experiences, which positively impact student motivation and achievement (Kuh, 2008).

1.3 Engaging Parents as Educational Partners

Parents play a critical role in supporting their children's education. Involving parents in curriculum decision-making processes not only enhances their understanding of the curriculum but also strengthens their support for their children's learning (Epstein, 2001). This collaboration between parents and educators establishes a cohesive learning environment that nurtures a student's holistic development.

1.4 Fostering Stakeholder Collaboration

Beyond teachers, learners, and parents, other education stakeholders, such as policymakers, administrators, and community representatives, also hold a vested interest in curriculum development. Collaborative engagement among these stakeholders creates a shared vision for education, ensuring that curriculum decisions are aligned with broader societal goals (Spillane et al., 2002).

2.0. Causes and Consequences of Lack of Personal Curriculum Ownership

2.1 Standardization and Top-Down Approaches

Curriculum failures often stem from rigid standardization and top-down approaches to curriculum development, where decisions are made without considering the unique needs and contexts of learners and educators (Hamilton et al., 2019). Such approaches limit stakeholder participation and inhibit personal curriculum owning.

2.2 Disconnection from Student Realities

When curricula do not reflect students' cultural backgrounds, interests, and aspirations, learners may feel disconnected from their learning experiences. This disconnection can lead to disengagement, reduced motivation, and poor academic performance (Nieto, 2000).

2.3 Overemphasis on High-Stakes Testing

A curriculum overly focused on high stakes testing and standardized assessments can narrow the scope of learning, leaving little room for personalized learning experiences (Au, 2007). As a result, students may perceive learning as a means to achieve test scores rather than a meaningful journey towards personal growth.

2.4 Limited Professional Development Opportunities

Insufficient opportunities for teacher professional development can impede teachers' ability to adapt their practices to the evolving needs of students and modern educational trends (Darling-Hammond, 2000). This lack of growth and empowerment can hinder teachers from taking ownership of the curriculum.

3.0. The Benefits of Personal Curriculum Owning

3.1 Enhanced Student Motivation and Engagement

Personal curriculum owning leads to more meaningful learning experiences for students. When they see their interests and goals reflected in the curriculum, students become more engaged and motivated to participate actively in their learning journey (Deci et al., 1991).

3.2 Tailored Learning Experiences

A curriculum owned by teachers, learners, and parents allows for personalized learning experiences tailored to individual needs and learning styles (Hidi & Renninger, 2006). This personalization improves learning outcomes and fosters a sense of belonging and self-efficacy.

3.3 Collaboration and Innovation in Education

A curriculum co-created by various stakeholders fosters collaboration and innovation within the education system (Lieberman & Wood, 2001). When teachers, students, parents, and other stakeholders work together, they can develop creative solutions to address emerging challenges and continuously improve the curriculum.

3.4 Positive Educational Environment

A sense of ownership in the curriculum cultivates a positive educational environment where teachers feel valued and empowered, and students feel respected and supported (Klein et al., 2012). This positive atmosphere contributes to a thriving learning community.

4.0. Strategies for Fostering Personal Curriculum Owning

4.1 Professional Development for Teachers

Investing in comprehensive and ongoing professional development opportunities enables teachers to stay updated with the latest educational trends, teaching methodologies, and curriculum design techniques (Guskey, 2000). This fosters a culture of innovation and encourages teacher ownership in the curriculum.

4.2 Formative Assessment and Feedback Mechanisms

Incorporating formative assessment and feedback mechanisms allows educators to continuously gather input from students, parents, and other stakeholders (Black & Wiliam, 2009). This feedback loop informs curriculum revisions and ensures that it remains responsive to the needs of all involved.

4.3 Inclusive Curriculum Development Processes

Inclusive curriculum development processes involve stakeholders from diverse backgrounds, ensuring representation and incorporation of various perspectives (Prestine et al., 2019). This inclusive approach promotes a sense of ownership and belonging among all participants.

4.4 Creating a Culture of Collaboration

Promoting collaboration and open communication between teachers, learners, parents, and other stakeholders strengthens the sense of ownership in the curriculum (Seashore Louis et al., 2010). Collaborative decision-making leads to collective responsibility and shared ownership of the educational journey.

Conclusion

The essence of personal curriculum owning lies at the heart of effective and successful educational endeavors. By empowering teachers, learners, parents, and other stakeholders to actively participate in curriculum development and implementation, educational systems can address the root causes of curriculum failures and foster an environment conducive to meaningful and engaging learning experiences. Embracing personal curriculum owning cultivates a sense of ownership, responsibility, and collaboration, ultimately leading to improved learning outcomes and a positive impact on the entire education system.

A Journey of Self-Discovery and Transformation: Embracing Reflexivity in Qualitative Research

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Introduction

In qualitative research, reflexivity is a cornerstone for enhancing the rigor and trustworthiness of investigations focused on exploring personal and professional narratives. The works of scholars like Van der Riet (2012) highlight the critical role of reflexivity in qualitative research by underscoring its impact on the inquiry into meaning and practice within individuals' life stories. Malterud (2011) further emphasizes that researchers' backgrounds and perspectives inevitably influence various stages of the research process, from topic selection to communication of findings. This underscores the importance of being reflexive for effective research outcomes. In this discourse, I reflect upon my own transformative journey as I grappled with my initial aversion to qualitative research and how embracing reflexivity has altered my outlook and shaped my research perspective.

Personal Journey and Transition

My introduction to qualitative research was met with skepticism, influenced by my past experiences and training in quantitative research. As someone less involved in research, my initial inclination leaned toward disliking the process. Nevertheless, as I delved into qualitative research literature and participated in class discussions, I began to appreciate the value of its methodologies. The shift from quantitative to qualitative research marked a turning point in my research journey. I realized that my role extended beyond being a mere researcher; I had to understand my place in the social context, be aware of my limitations, and cultivate a heightened sensitivity to nuances and interactions.

Embracing Reflexivity

Reflexivity became a guiding principle in my qualitative research journey, helping me navigate the complexities of human interaction and narrative exploration. I recognized that every gesture, response, and non-verbal cue carried significance, and I needed to decode these subtleties to comprehend the holistic context. It dawned on me that unresolved personal biases and emotions hindered genuine understanding. To progress, I needed to address these internal conflicts. The transformation was gradual, driven by lessons from classroom conversations, encounters with a mentor, and self-reflection. My understanding of myself, my research, and my research subjects became enriched.

Rediscovering Purpose and Empowerment

I unearthed a newfound sense of purpose and empowerment as I embraced reflexivity. Acknowledging my weaknesses and strengths, I found the courage to strategize, become more positive, and tackle challenges head-on. The mentorship of a professor-researcher who spoke at a conference left a lasting impact on me. Her insights and guidance led me to re-enrol in the PhD program and ignited a passion for qualitative research. Her teachings and her own journey inspired me to persevere, even in the face of institutional changes and demanding schedules.

Deepening Research Practice

Through this transformative journey, I realized that being a competent qualitative researcher demanded a curious and open-minded attitude. Delving deeper into lines of inquiry and adapting to diverse personalities became essential. Effective communication, keen observation,

and active listening emerged as indispensable tools. In contrast to quantitative research's reliance on statistics, qualitative research's collaborative nature requires engagement and participation to uncover hidden nuances. This realization made me appreciate the power of collaborative exploration and the collective interpretation of experiences.

Empowering Society's Voices
The realization that qualitative research unveils the essence of real-world events and experiences holds the potential to bring about transformative change. This understanding extends beyond surface-level observations, allowing us to explore the fundamental underpinnings of societal issues. Constructivism and post-positivism took on deeper meanings as I embraced the richness of naturally occurring phenomena, fostering a sense of environmentalism and artistic appreciation.

Conclusion
Reflecting upon my journey, I understand that embracing reflexivity and qualitative research has transformed my perspective, ignited my passion, and equipped me to face challenges with newfound confidence. With a focus on investigating life's complexities, I aim to amplify silenced voices and contribute to a better society. The lessons learned extend beyond research methodologies, encapsulating a profound transformation of self and purpose.

SOCIAL SCIENCES

Hanging in the Balance: Lived Experiences of OFW Returning Nurses

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Introduction

The Philippines was characterized by a scarcity of jobs, particularly in the healthcare sector. Even those who secured jobs in healthcare faced poor working conditions that frequently motivated nurses to seek employment abroad. This is because the Philippines has been a major supplier of nurses deployed to work overseas. The study's objective was to describe and investigate the life experiences of Overseas Filipino Worker (OFW) nurses and the reasons behind their decision to return home. The study aimed to provide insights for various stakeholders, including LGUs, NGOs, OWWA, DOLE, nurse leaders, and hospital policymakers. The goal was to develop strategies and enhance programs to ensure the voices and experiences of nurses are considered in both local and global decision-making. This approach aimed to reduce nursing turnover and shortages, particularly in light of the epidemic. The study also sought to allow staff nurses to express their challenges and emotions in carrying out their duties effectively during the pandemic, anchored on the question, "What were the lived experiences of nurses who returned home during the pandemic?"

Method

This study employed a qualitative research methodology to examine, explain, and interpret experiences and perceptions to uncover the meaning within specific events and contexts. The Husserlian descriptive phenomenology was chosen as the framework, enabling a thorough exploration of essential structures, insights into passive consciousness aspects, and a description and exploration of the meaning behind the actual experiences of OFW nurses. Ten participants, all OFW nurses working in foreign hospitals, clinics, and healthcare facilities, participated in the study. The data collection process utilized purposeful sampling, adhering to inclusion criteria encompassing staff nurses of various genders and ages who had ended their contracts during the pandemic from March 2020 onwards. The participants were of Filipino citizenship and had worked in different countries, regardless of their job status. Data collection continued until the saturation point, where no new information or themes emerged from the data. The primary data-gathering method was in-depth unstructured interviews conducted via messenger. The Ethics Review Board reviewed the study's manuscript, offering suggestions and recommendations before its execution. The study's purpose was explained to participants; only those who signed informed consent forms were included.

Findings

The analysis of the gathered data unveiled the truth behind the lived experiences of returning OFW nurses. The study identified a global theme named "Hanging in the Balance," under which three organizing themes emerged:

1. "Weathering the Storm": This theme addressed the challenges OFW nurses face in choosing between staying in their country of employment or returning home. Participants shared stories of enduring homesickness while seeking better opportunities for their families. Some participants found a sense of "family" in their workplace, while others drew strength from their faith in God.

2. "Blood is Thicker than Gold": This theme emphasizes prioritizing family over material wealth. Participants revealed strong connections to their blood relatives, often choosing to live in modesty with their families rather than in financial comfort alone.

3. "Finding One's Center": This theme highlighted participants' realizations and struggles to avoid regret after choosing to return to the Philippines. It encapsulated the weight of their decision, encompassing both positive and negative aspects of their choice.

Conclusion

The overarching theme "Hanging in the Balance" captured the participants' varied experiences and decisions regarding staying or returning to the Philippines. While participants expressed concerns about losing their jobs, perks, and luxuries, they balanced difficulties with hope for better days. Family played a central role in their decisions, showcasing its significance as a safe haven. Ultimately, the study showed that returning OFW nurses, often regarded as "modern-day heroes," chose to strengthen family bonds and live a harmonious life with loved ones.

The study suggested several recommendations, including hospitals organizing programs and activities to foster good relationships among nursing staff. Increasing remuneration, providing stress debriefing, spiritual support, and mental health assistance were also recommended. Additionally, local government units were advised to offer financial and technical support to assist returning nurses in rebuilding their lives, potentially through income-generating training, financial literacy seminars, job fairs, and the creation of job opportunities. The study also proposed the possibility of conducting quantitative research to validate its findings and conducting qualitative research on a broader scale and for a longer duration to solidify the study's results further.

Keywords: Lived experiences, OFWs, Nurses

Depths of the Ocean: Lived Experiences
of Parent Student Nurses during COVID-19 Pandemic

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Introduction

The landscape of higher education is witnessing an upward trend in parent-students' enrolment, representing a pivotal juncture where they can adeptly balance two distinct responsibilities amidst the COVID-19 pandemic. Parent-students shoulder heightened financial responsibilities compared to their childless peers, often necessitating additional employment to sustain themselves and their families while pursuing their academic pursuits. This study delved into the nuanced lived experiences of parent-student nurses as they navigate these multifaceted challenges amid the pandemic.

Method

Employing a qualitative approach rooted explicitly in Husserlian phenomenology, this research shed light on the intricate narratives of parent-student nurses grappling with their dual roles during the COVID-19 pandemic. Purposive sampling was utilized to select ten participants whose stories would encapsulate the diverse facets of this experience. Data collection took place in February 2022 after gaining approval from the Ethics Review Board. The ensuing data was meticulously subjected to thematic analysis to unearth the underlying patterns and dimensions of their experiences.

Findings

The study unearthed a range of themes that intricately portrayed the journey of these parent-student nurses. Participants likened their experiences to various zones within the depths of an ocean, metaphorically reflecting the ebb and flow of emotions that accompany different stages of their personal and academic revelations. Four primary themes emerged, each mirroring a unique psychological and emotional state:

The Abyss Zone: Here, participants described feeling engulfed by the challenges posed by the pandemic. This zone represented the lowest depths of their experiences, where the weight of their responsibilities and the persistence of the pandemic seemed to overwhelm them.

The Midnight Zone: This theme encapsulated the participants' isolation and darkness. The demands of both parenting and education often left them feeling alone in their struggle, akin to navigating the profound darkness of midnight.

The Twilight Zone: Within this zone, participants shared moments of equilibrium where they found solace in small victories and occasional breaks from turbulence. It symbolized the in-between space where a glimmer of hope and balance could be glimpsed.

The Sunlight Zone: The final theme encompassed the emergence of positivity and growth. As they grappled with their dual obligations, participants began to surface, armed with newfound realizations. This zone portrayed their journey towards resilience and adaptation.

Implications and Recommendations

The study underscores the necessity of recognizing the unique challenges faced by parent-student nurses, particularly in the context of academic requirements. Tailored considerations such as flexible submission deadlines and mental breaks are recommended to facilitate their meaningful class participation while navigating their parenting responsibilities. These accommodations can significantly enhance their educational experiences during this demanding phase.

Future Directions

Considering the complexity revealed in this study, there is a call for further exploration into the aspects that should have been covered. Research avenues could delve into the impact of support networks, institutional policies, and psychological interventions on the experiences of parent-student nurses. A more holistic understanding can be attained by comprehensively investigating these areas, thus contributing to developing targeted strategies to bolster the well-being and success of this unique student demographic.

Keywords: Parent-students, pandemic, challenges, coping

Exploring Callout and Cancel Culture: Impacts on Sensitivity and Ethical Responsibility in Digital Spaces among Generation Z

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Introduction

The emergence of callout and cancel culture initially represented a form of positive activism, demanding accountability during a pivotal shift in power dynamics, especially concerning individuals amassing significant influence. These cultures involve publicly criticizing individuals, brands, and celebrities for their transgressions, occasionally resulting in boycotts and exclusion from social circles. With the surge of interactive social media platforms, these practices gained momentum, inevitably raising questions about their effects on sensitivity and morality. As such, this study aims to explore the relationship between callout and cancel culture, sensitivity, and ethical responsibility among Generation Z members in digital spaces.

Methodology

The research employed a descriptive design, targeting Filipino Generation Z participants aged 16-25, regardless of their educational and residential backgrounds. Data was gathered using a validated questionnaire, and the respondents' profiles were described using frequency and percentage counts. To analyze the extent of awareness and participation, weighted mean was utilized. The study employed the Chi-Square test to explore relationships between gender, religious affiliations, type of school, cultural ethnicity, and social media exposure, cancel-callout awareness, and practice. Pearson's Product Moment Correlation was used to assess relationships between age, social roles, family educational background, and the variables.

Results and Discussion

The study revealed that respondents displayed moderate social media exposure and an intermediate level of awareness about callout and cancel culture. However, actual engagement in these practices was relatively low. Notably, gender roles significantly influenced social media exposure, although this connection was not observed with callout and cancel culture. Other profile variables presented mixed or inconclusive relationships with social media exposure and awareness/practice of callout and cancel culture. Increased awareness regarding these cultures correlated with heightened participation.

Conclusion and Recommendations

In conclusion, the research highlights the intricate relationships between callout and cancel culture, sensitivity, and morality among Generation Z individuals in digital spaces. To foster responsible participation in these cultures, the study recommends the development and validation of an educational forum. Moreover, replication and further investigation of this phenomenon's broader implications on shaping social consciousness are encouraged. Ultimately, adopting an educational forum on callout and cancel awareness stands as a practical step forward in cultivating sensitivity and morality among Generation Z members in digital realms. Furthermore, expanding research to encompass different dimensions of the phenomenon is essential for a comprehensive understanding and addressing its potential effects on social awareness.

Police Community Relations in The Municipality of Naguilian, La Union

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Introduction

Police-community relations encompass the spectrum of interactions and attitudes exhibited between law enforcement agencies and the communities they serve. The quality of these relations varies from positive to negative and can significantly impact community well-being. Poor relations can lead to distrust, cynicism, and even fear, while positive relations facilitate trust-building and effective communication. The concept of police-community relations encompasses a broader support framework that includes public relations, community service, and citizen participation.

Objective

This study focuses on evaluating the level of performance of police-community relations within Naguilian, La Union. Specifically, the study aims to assess the performance level, satisfaction level, and the gravity of challenges faced within police-community relations in this municipality.

Method

The research employed a quantitative approach, utilizing a descriptive survey design. The research instruments, questionnaires, were structured based on data provided by the local police force. Weighted mean analysis was employed to measure the performance, satisfaction, and seriousness of encountered challenges related to police-community relations.

Results and Conclusions

Results indicate excellent police performance in implementing community relations programs, aiding in crime prevention and civic awareness. Residents express high satisfaction with these programs, displaying cooperation and support. While challenges exist, they do not significantly impede the resident-police partnership. The study's findings underscore the exceptional performance of the PNP personnel in executing Police Community Relations Programs in Naguilian, La Union. This effective implementation contributes to crime prevention and heightens civic awareness among the local barangay residents.

Furthermore, residents demonstrate substantial satisfaction with these police-community relations programs, displaying a willingness to collaborate and support crime prevention and civic awareness initiatives. While specific challenges exist in implementing Police Community Relations in Naguilian, La Union, these issues must be deemed severe enough to impede the collaborative partnership between residents and the police force. It is recommended that barangay officials and the PNP enhance their partnership to sustain community peace, preventing potential miscommunications and fostering an atmosphere of understanding. The study underscores the significance of solid police-community relations in fostering a safer and more engaged community. A shared commitment to maintaining community well-being can be upheld through effective partnership and collaboration.

Socio-Emotional Readiness of Students on Distance Learning

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Introduction

The onset of the COVID-19 pandemic prompted an unprecedented shift in the educational landscape, with physical schools closing and distance learning becoming the new norm. Union Christian College (UCC) swiftly transitioned to distance education to ensure continued learning. However, the socio-emotional readiness of students for this altered mode of learning remains a largely unexplored terrain. This study aims to assess students' perceived socio-emotional readiness for distance learning, providing insights to inform a proposed adjustment plan addressing this critical aspect.

Method

Employing a descriptive-correlation research design, this study collected data from 107 Junior High School students of UCC who were enrolled during the 2020-2021 academic year when the institution initially implemented a pure distance learning approach. A researcher-developed questionnaire was used to gather data. Demographic profiles were described using frequency counts, while activities undertaken during the pandemic were documented. Socio-emotional readiness was presented using weighted means. Pearson Product-Moment Correlation analysis was conducted to identify significant relationships between variables.

Results and Discussion

The study revealed that many respondents were in Grade 10 and had family members also studying at UCC. Most parents were college graduates, and the family's monthly net income ranged from P20,000.00 to P50,000.00. In preparation for distance learning, students reported engaging in activities such as having breakfast before class, rising early, praying, reviewing notes, and organizing their belongings. Parental involvement included allowing leisure time before classes and providing advice and encouragement. Notably, students felt that peers influenced their socio-emotional readiness through mutual support in academics, sharing experiences, and spending time together, even virtually.

Concerning socio-emotional readiness, students generally displayed moderate preparedness, indicating they were positioned between feeling fully prepared for distance learning and grappling with uncertainties. While longing for the school environment and interactions with peers and teachers, participants also admitted to experiencing stress when participating in distance learning. Correlation analysis did not yield significant relationships between profile variables and socio-emotional readiness.

Conclusion and Recommendations

In conclusion, the study underscores the importance of addressing students' socio-emotional readiness to ensure successful distance learning experiences. Students should have the tools and support necessary to thrive emotionally and academically in this new educational landscape. To foster a supportive and resilient learning community, targeted programs, and interventions to enhance socio-emotional preparedness are recommended. By doing so, educational institutions can navigate the challenges of distance learning, ensuring students' holistic development and success.

Keywords: socio-emotional readiness, distance learning, new normal education

STRESS MANAGEMENT OF CRIMINOLOGY STUDENTS OF CICOSAT COLLEGES

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Introduction

In the dynamic landscape of higher education, where the pursuit of knowledge often intertwines with rigorous academic demands, understanding and effectively managing stress have become crucial components of students' overall well-being. In this context, this study emerged as a pertinent exploration. Carried out during the initial semester of the academic year 2020-2021, this study delves into the experiences of fourth-year criminology students at CICOSAT Colleges, aiming to unveil the multifaceted facets of stress they encounter. The primary objectives encompass investigating the origins of stress within this specific academic cohort, discerning the impact of stress on their academic achievements, and unearthing the array of strategies they employ to confront and mitigate stress. By venturing into this domain, the researchers aspire to offer meaningful insights into stress management, providing a valuable resource for the academic institution and the broader educational community. Situated within the confines of the Criminology Department at CICOSAT Colleges in San Fernando City, La Union, the study encapsulates the experiences of these students over the semester, encapsulating their endeavors from August through December.

Method

The study utilized a qualitative research design, focusing on fourth-year criminology students as respondents. Data collection involved interviews conducted through Google Forms and messenger chats, ensuring individual engagement. Participants' experiences were gathered to understand stressors and coping strategies comprehensively.

Results and Discussion

Stressors in Academic Context: Academic requirements emerged as a significant challenge among the reported stressors. Students faced stressors like meeting deadlines, managing excessive requirements, navigating online learning tools, and comprehending complex subjects. The overwhelming demands often led to stress, hindering their ability to complete assignments effectively. Some students encountered technical issues related to online learning, such as poor internet connections and device limitations.

Stressors in Personal and Family Context: Beyond academic pressures, personal and family variables were identified as additional stressors. Financial difficulties and family problems were reported, exerting considerable stress on the students.

Conclusion and Recommendation

Based on the study's findings, several conclusions were drawn:

1. Financial and family variables, social and interpersonal relationships, and academic requirements were the primary stressors among college students.
2. Stressors notably impacted students' academic performance, often leading to reduced focus and inadequate coping strategies for managing academic demands.
3. Relaxation and entertainment activities were common coping mechanisms used by students to combat stress.
4. Effective coping strategies positively influence students, motivating them to put in more effort to manage stress and achieve their academic goals.

In light of the study's conclusions, the following recommendations are offered:

1. Students are encouraged to discover appropriate coping strategies to alleviate anxiety, such as meditation and mindfulness techniques. Incorporating short breaks into their routines can help maintain physical and mental well-being.
2. Students should adopt a broader perspective, recognizing that individual actions taken today can prevent long-term consequences. Breaking the cycle of stress, worry, and poor health involves healthy habits like staying hydrated, eating nutritious foods, exercising regularly, and ensuring adequate sleep.
3. Utilize support systems, including family, friends, school guidance counselors, and teachers, to reach out when stressed.
4. CICOSAT Colleges could implement the proposed stress management program to assist students in effectively managing stress and achieving their life goals.

By addressing stressors and promoting effective coping strategies, students can navigate their academic journeys with resilience, ultimately fostering better mental and emotional well-being.

Keywords: Stress Management, Academic Problem, Coping Activities

Personal Values of Students Leaders

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Introduction

In student leadership, individuals perform the noble task of disseminating knowledge and inspiring change within their communities. Student leaders strive to create a positive impact through mentoring, campaigns, and other initiatives, beginning with improving their immediate surroundings. Guided by their core values, these leaders embark on a journey to effect change. However, a notable concern researchers observe is the assignment of leadership roles, often overshadowing voluntary participation. Many students are designated leaders yet need more experience or confidence to lead a team effectively. To unlock these aspiring leaders' potential, researchers investigated their personal values, aiming to uncover their latent leadership capabilities.

Research Objective

The primary aim of this study was to identify the personal values of Junior High School student leaders at Union Christian College. The study sought to formulate a proposed leadership guide that would harness students' leadership potential by aligning them with their personal values, ultimately enhancing their effectiveness as leaders.

Method

Employing a descriptive-correlational research design, the study surveyed 77 Junior High School student leaders using a comprehensive questionnaire. The data analysis utilized frequency counts and percentages to present demographic information such as age, positions held, and grade point averages. Weighted mean was employed to gauge personal values across various dimensions, including practical-mindedness, achievement, decisiveness, orderliness, and goal orientation. Pearson's Product Moment Correlation was also utilized to uncover potential relationships between the variables under consideration.

Results and Discussion

The study results indicated that most respondents fell within the age range of 13-16 years. Diverse leadership positions were held by respondents, with Peace Officers or Representatives constituting the most common roles. Respondents exhibited strong personal values, with decisiveness emerging as their strongest attribute. This implied a significant capacity for making independent decisions, evaluating alternatives, and determining optimal solutions both for themselves and their responsibilities. Conversely, respondents rated their achievement values at a moderately strong level, suggesting room for improvement in pursuing excellence in assigned tasks and adhering to deadlines.

Notably, certain aspects of personal values, such as contentment with life decisions, organizational orderliness, and a clear sense of direction, were rated lower. These aspects have been targeted as priorities in formulating a leadership guide. The correlation analysis unveiled a significant negative correlation between age and orientation level, indicating that younger student leaders were more adept at understanding and fulfilling their roles. A positive correlation was also established between grade point average and practical-mindedness, decisiveness, and orientation levels, implying that higher academic achievement correlated with enhanced personal values conducive to effective leadership.

Implications and Relevance

The findings of this study provide valuable insights into the personal values that underpin effective student leadership. Educational institutions can use this information to tailor their leadership development programs to address specific areas of improvement, ensuring that student leaders are equipped with the necessary skills and values for successful leadership roles. By identifying areas of strength and weakness in personal values, student leaders can develop a deeper understanding of their own strengths and areas for improvement. This self-awareness can contribute to more mindful decision-making and improved interactions with peers and colleagues. Moreover, the study's emphasis on the importance of personal values and the potential variation among student leaders highlights the need for inclusive leadership training. Different students may possess diverse values that contribute uniquely to effective leadership, so fostering an environment that encourages and appreciates these differences is essential.

Conclusion and Recommendations
This study underscored the pivotal role of personal values in shaping the effectiveness of student leaders. To develop less experienced student leaders into more adept ones, it is recommended that the school offer comprehensive guidance and support tailored to their specific needs. Programs designed to nurture leadership qualities should consider students' personal values as a foundational element. The results of this study hold significance in identifying strong and weak points in the personal values of student leaders. Based on these findings, the proposed leadership guide should be implemented and evaluated to ensure the continuous cultivation of strong leadership capabilities among students.

Keywords: student leaders, personal values, student empowerment

FAMILY STATUS AND JUVENILE DELINQUENCY
IN THE MUNICIPALITY OF SAN GABRIEL, LA UNION

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Juvenile delinquency has emerged as a substantial societal concern, prompting various nations, including the Philippines, to institute protective measures for young offenders to shield them from severe penalties. In this context, the municipality of San Gabriel in the Province of La Union has garnered attention due to its rapid development. This growth prompted researchers to delve into the municipality's familial and juvenile delinquency landscape. A mixed methods research design was employed to comprehensively investigate the intricate relationship between family dynamics and juvenile delinquency in San Gabriel, La Union. This approach harmoniously combined qualitative and quantitative methods within the same study, allowing for a more holistic exploration.

The study's focus extended to various aspects of family and juvenile delinquency, encompassing family structure, socio-economic standing, birth order within the family, the nature of committed crimes, frequency of apprehensions, and the educational background of juvenile delinquents. To ascertain the link between family status and juvenile delinquency within San Gabriel, La Union, the researchers applied the chi-square formula, facilitating a statistical examination of the relationship. Over ten years, from 2010 to 2020, the Municipality Social Welfare and Development of San Gabriel, La Union, documented 13 cases, while the Philippine National Police of the same municipality recorded 9 cases.

The research outcomes unveiled noteworthy insights regarding the demographic backgrounds of juvenile delinquents. Most young offenders originated from nuclear family setups and experienced lower socio-economic conditions. In addition, a pattern emerged whereby a significant portion of the juvenile delinquents were involved in cases of rape and violations of Republic Act 9165, which pertains to illegal drugs.

Delving deeper into the statistical analysis, it was determined that the type of crime committed, frequency of apprehensions, birth order within the family, and educational attainment did not exhibit a statistically significant connection with the family status of the juvenile delinquents. This finding underscores juvenile delinquency's intricate and multifaceted nature, suggesting that it cannot be attributed solely to a single factor, such as family structure.

In conclusion, this research sheds light on the link between family dynamics and juvenile delinquency and emphasizes the phenomenon's complexity. Through a meticulous blend of qualitative and quantitative methods, the study underscores the importance of a comprehensive approach to understanding and addressing the intricacies of juvenile delinquency within the evolving context of a fast-developing municipality like San Gabriel, La Union.

Keywords: juvenile delinquency, family relationship, social issues

Social Networking and Academic Well-Being
of Junior High School Students

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Information and Communication Technology (ICT) has permeated every corner of the globe, revolutionizing how we interact and learn. Social networking, a prominent facet of this technological evolution, has seamlessly integrated itself into children's social lives. What once started as a means of socialization has transformed into a dynamic learning platform, offering opportunities to enhance student engagement and academic performance. This research endeavor undertook a descriptive-correlational study to delve into the perceived influences of social networking on the academic well-being of Junior High School Students. This exploration aimed to furnish insights that could inform the creation of responsible social media usage advocacy material. To achieve its objectives, the study involved 134 respondents and employed a modified questionnaire adapted from Osharive (2015). The demographic characteristics of the respondents were showcased through frequency counts and percentages. The extent to which social networking impacted academic well-being was portrayed using weighted means. Furthermore, the relationship between these variables was scrutinized using the Pearson Product Moment Correlation.

Unveiling the demographic landscape, the research found a preponderance of female respondents. The majority of participants hailed from Grade 7 and Grade 10, with nearly half maintaining GPAs ranging from 85 to 89. While dedicating 1 to 2 hours to studying, they allocated 5 to 6 hours to social media, predominantly on Facebook. The participants overwhelmingly perceived social media networks as highly influential in bolstering their assignments and project work and refining their communication skills. However, the influence on their writing skills appeared to be less pronounced. Notably, the respondents expressed reservations about social media yielding positive effects on their study habits and grades. Additionally, their inclination toward utilizing social media network groups for academic purposes could have been much higher. Upon scrutinizing the correlation between GPA and the perceived influence of social networking on academic well-being, a significant negative correlation emerged. This suggests that social networking might bear a detrimental impact on participants' academic performance.

The study's findings resonate with the potential of social networking to foster collaborative academic undertakings and enhance communication skills within a networked environment. This constructive influence aligns with the tenets of the holistic learning theory, advocating for cultivating students' multifaceted capabilities, including the social dimension that social networks cultivate. Nevertheless, a paradoxical facet arises—social networking also ushers in threats to academic well-being by exposing learners to the pitfalls of social media's darker aspects. Moreover, an overreliance on social networks for information hampers the refinement of writing and critical thinking skills.

To counterbalance the potential downsides and to guide students in maximizing the benefits of social networks, the researchers devised a social networking usage advocacy material in the form of a "Wise-Use of Social Network" brochure. This resource is recommended for widespread student distribution, serving as a compass for judicious social media navigation.

In conclusion, this study delved into the intricate interplay between social networking and the academic well-being of Junior High School Students. The findings underscore the dual nature of social networks as both catalysts for positive academic interactions and sources of academic pitfalls. The proposed advocacy material embodies a proactive step toward empowering students to harness the educational potential of social networking while mitigating its potential downsides.

Keywords: social networking, academic well-being, information communication technology

Competency of Barangay Tanod in Mainstreaming Peace and Order

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This study aimed to evaluate the competence level of Barangay Peacekeeping Action Team (BPAT) members in Barangay Lingsat, City of San Fernando, La Union. Competency, within the context of this study, pertains to the skill set and qualities required for effective job performance. It is the ability to carry out specific tasks at a targeted proficiency level. A competent individual can respond to various situations by employing successful behaviors from past experiences. This necessitates having a repertoire of potential actions at their disposal, along with appropriate training. Competence naturally develops through accumulated experience and relevant training initiatives.

The overarching aim of this research encompassed a multifaceted assessment, encompassing the level of implementation, competency, effectiveness, and the gravity of challenges faced by the Barangay Tanods in Barangay Lingsat, City of San Fernando, La Union. The chosen research method was descriptive. Data was collected using a survey questionnaire structured according to the guidelines outlined in the BPATs Manual of 2009. The data analysis relied on the calculation of weighted means, which were employed to gauge the competency level, effectiveness, and severity of issues encountered by the barangay tanods.

Upon analyzing the data, several key findings emerged:
1. The Barangay Peacekeeping Action Team (BPAT) stood out as a remarkably effective element within the barangay's peace and order initiatives, particularly on conflict resolution, environmental preservation, law enforcement, public safety, and disaster management.
2. Despite their notable effectiveness and competency, the Barangay Tanods faced challenges, such as inadequate information dissemination and insufficient fund allocation, which posed significant obstacles to their smooth operations.
3.

Based on these findings, several recommendations were put forth by the researchers:
1. **Sustained Implementation:** The Barangay Tanods were advised to maintain their diligent execution of duties. This would contribute to fostering a law-abiding community that respects ordinances and regulations.
2. **Competency Continuation:** It was suggested that the Barangay Tanods focus on continuous competency enhancement. This ongoing development is essential for their sustained performance and nurturing a positive community relationship.
3. **Supporting the Justice System:** A collaborative approach was proposed involving the Barangay Tanods and the barangay justice system. This synergy would reinforce peace and order and facilitate positive interactions with local barangay officials.
4. **Training and Workshops:** To ensure effective deployment, the BPAT members were recommended to undergo various training and workshops. These initiatives would equip them with comprehensive knowledge of their responsibilities.
5. **Proposed Measures Implementation:** Finally, the researchers advocated adopting measures to enhance BPAT implementation. This move would contribute to the improved and refined execution of BPAT responsibilities.

In conclusion, this study not only evaluated the competency and effectiveness of the Barangay Tanods in Barangay Lingsat, City of San Fernando, La Union but also emphasized the importance of continuous improvement, collaboration, and adequate resourcing to ensure a robust peacekeeping and community safety framework.

Keywords: Competency assessment, peace and order, barangay tanod

CRIME STATISTICS IN THE MUNICIPALITY OF BANGAR, LA UNION

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Abstract

Crime statistics have played a pivotal role in gauging the frequency of criminal incidents relative to the population size. The escalation of crime rates has historically exerted detrimental impacts on the overall quality of life, precipitating adverse effects on individuals' societal and economic well-being. This study aimed to comprehensively identify the spectrum of committed crimes, ascertain the most prevalent categories of offenses annually, and outline strategic measures for mitigating the crime rate within the locale of Bangar, La Union. Employing a quantitative descriptive methodology, this investigation involved an exhaustive analysis of crime-related documents procured from the Bangar PNP. A hierarchical ranking of documented crimes was established through the application of frequencies and percentages. This systematic examination revealed that crimes such as physical injuries, theft, malicious mischief, reckless imprudence resulting in physical injuries, and violations of the Comprehensive Dangerous Drugs Act of 2002 consistently emerged as frequently encountered criminal occurrences in Bangar, La Union. During the period spanning from 2016 to 2019, the prevailing criminal incidents predominantly centered around cases of reckless imprudence leading to physical injuries. In contrast, in 2020, violations of anti-gambling laws took precedence. The genesis of criminal behavior can be attributed mainly to adverse economic circumstances, deteriorating social conditions, and familial challenges. This study underscored that the observed decline in criminal activities can be attributed to contextual factors and the effective implementation of policy interventions. The multifaceted strategies contributing to this decline encompassed situational factors and systematic policy adjustments. To effectively curtail the prevalence of crimes, a holistic approach is imperative. This entails a comprehensive revamping of youth education initiatives, cultivating robust police-community relations, and fostering a nurturing family environment within the community. These factors collectively synergize to create an environment that is less conducive to criminal activities and more conducive to cultivating a law-abiding society.

Keywords: Crime Statistics, Crime Rate, Criminal Incidents, Social Interventions, Community Well-being

Tardiness among Junior High School Students

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Abstract

Introduction

Attendance plays a pivotal role in a student's academic success, as it optimizes the learning opportunities available during school hours. The act of attending classes contributes significantly to the acquisition of knowledge. However, the issue of tardiness has historically plagued educational institutions, presenting a formidable obstacle for students by causing them to miss valuable class time and subsequently fall behind in their studies. This phenomenon has led to a cascade of challenges, including difficulties in catching up with missed lessons and educators grappling with the task of helping students bridge the knowledge gap. At Union Christian College, the normalization and persistence of tardiness among certain students have been notable, often resulting in their referral to the guidance office. Seeking to comprehend the underlying causes of this tardiness, a comprehensive study was undertaken by the researchers. The primary objective of this study was to identify the perceived triggers behind junior high school students' chronic tardiness.

Method

To fulfil this aim, a descriptive-survey design was adopted to outline the perceived factors contributing to their consistent lateness. Data collection encompassed the administration of a modified questionnaire to a cohort of 30 Junior High School Students from Union Christian College. Utilizing frequency counts and percentages, the students' profiles and the extent of their tardiness were delineated. Additionally, the researchers employed the weighted mean to present the factors believed to be responsible for the students' habitual lateness.

Results and Discussion

The findings of the study revealed that most respondents were male and around 15 years old. Regarding the frequency of tardiness, most students reported being late to school between 1 to 4 times in the preceding three quarters of the academic year. Although not considered severe, this recurring pattern underscored the need for intervention. The students identified heavy traffic as the principal cause of their tardiness, followed closely by staying up late and subsequently experiencing insufficient sleep. Interestingly, factors such as a lack of interest in the first-hour subject, financial constraints, parental guidance, late-night computer gaming, and bullying were found not to significantly contribute to students' tardiness. Notably, the respondents expressed moderate agreement in perceiving a lack of firm and consistent school policies regarding tardiness.

This study implies that traffic congestion stands as the foremost factor contributing to students' lateness, a trend linked to the prevailing traffic conditions in the city. The burgeoning population of the city has exacerbated traffic issues, impacting students' commute times. In addition, the respondents acknowledged that staying up late and having to rise early were linked to their habitual tardiness. Research supports the idea that inadequate sleep resulting from late nights is a pivotal driver of tardiness. The fact that the absence of stringent and consistent school policies was recognized as a contributing factor, even if not the primary one, is noteworthy. This underscores the necessity for educational institutions to enforce more

stringent policies and repercussions concerning tardiness to discourage this behavior among students.

Conclusion

Considering these findings, the researchers propose the creation and dissemination of advocacy materials pertaining to time management and healthy sleep habits for students. Reinforcing reminders about the school's policies regarding tardiness should also be a focal point in efforts to mitigate this issue. Ultimately, by addressing these factors, schools can cultivate a more punctual and responsible student body, promoting better academic outcomes and personal development.

Keywords: factors causing tardiness, school attendance, school policy

ONLINE GAMING AMONG SELECTED JUNIOR HIGH SCHOOL STUDENTS

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Abstract

Introduction

The COVID-19 pandemic, an ongoing global crisis, led to the unprecedented closure of schools, necessitating a rapid shift to distance learning modalities such as online classes and self-learning modules. While confined to their homes, students found themselves with increased time and access to the internet and personal devices, enabling them to engage in various activities, including online gaming. This surge in online gaming, facilitated by mobile phones and computers, became a notable trend during the pandemic. Numerous studies have examined the consequences of excessive online gaming, delving into its impact on physical health, psychosocial well-being, emotional states, and behavioral patterns. Concurrently, a counter-narrative supported by research posits the potential benefits of online gaming, such as heightened student motivation, enhanced critical thinking, creativity, communication skills, and improved technological literacy. However, the nuanced effects of online gaming on students' lives, especially during a period of confinement, remain a relatively unexplored domain. This study aimed to ascertain the extent to which online gaming affected respondents during the pandemic.

Method

The researchers adopted a descriptive-correlational approach and collected data from 150 students spanning Grades 7 to 9 at Union Christian College. A comprehensive questionnaire was used to gather pertinent information. The data underwent quantitative analysis, employing frequency counts and percentages to depict respondent profiles and the extent of exposure to online games. The weighted mean was calculated to assess the impact of online gaming across physical, psychosocial, emotional, and behavioral dimensions. The Pearson Product Moment Correlation Coefficient was also employed to reveal potential relationships between variables.

Results and Discussion

Demographically, most respondents were female and enrolled in the 8th Grade. Grade Point Average (GPA) distributions indicated that most students maintained satisfactory academic performance, with grades ranging from 80 to 94. Among the most popular online game genres were shooting, action, and sports. Notably, most respondents reported spending 1 to 5 hours online gaming, indicating a balanced approach to this activity.

The analysis unveiled that, on the whole, online gaming exhibited a minimal impact on respondents, except for the emotional aspect, which moderately affected them. Interestingly, the psychosocial aspect emerged as the least affected dimension. Correlation analysis demonstrated a significant positive relationship between grade level and extent of exposure to online games, suggesting that higher-grade students were more immersed in online gaming. Furthermore, GPA exhibited a negligible negative relationship with gaming exposure, implying that gaming duration largely unaffected academic performance.

Correlations between respondent profiles and perceived effects indicated noteworthy patterns. Grade level exhibited a significant positive correlation with perceived physical effects, implying that higher-grade students reported more pronounced physical impacts.

Conversely, GPA exhibited a significant negative correlation with perceived psychosocial effects, suggesting that students with higher academic performance attributed fewer psychosocial repercussions to gaming.

Additionally, the types of online games played, and grade levels correlated positively with effects on the emotional aspect, underscoring the intricate relationship between gaming preferences and emotional responses. Intriguingly, the extent of exposure to online games displayed a significant positive correlation with perceived psychosocial impacts, highlighting that greater exposure led to more substantial psychosocial effects.

Conclusion

Online gaming platforms facilitated virtual communities where players could interact and socialize through text or voice chats. The study's results collectively indicated that the surveyed students engaged in online gaming with moderation and that its effects on various aspects of their lives remained minimal. However, the study recommended a balanced approach, advocating for guidance from parents and teachers in navigating the balance between academic pursuits and gaming engagement. Parents, supported by teachers and schools, were encouraged to oversee this equilibrium, allowing students to enjoy gaming while ensuring their academic responsibilities were met.

Keywords: online gaming, online learning, junior high school

MOTIVATING FACTORS AND EFFECTS OF SCHOOL TRUANCY: THE CASE OF CRIMINOLOGY STUDENTS

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Abstract

Introduction

The primary objective of this study was to comprehensively examine the underlying drivers and consequences associated with school truancy within the context of Criminology students at CICOSAT Colleges. The researchers adopted a qualitative approach within an explanatory research framework to achieve this goal. By employing the qualitative research design, precisely the case study method, the study sought to delve deeply into the intricate details of school truancy cases among Criminology students, aiming to capture genuine insights from the subjects/respondents.

Method

Qualitative research was deemed appropriate due to its ability to capture authentic personal accounts and experiences. This method allowed the researchers to explore the subjective aspects of the participants' journey through chronic truancy and its resultant impacts, such as academic setbacks and transfers within CICOSAT Colleges. The case study method was selected as it provided an ideal framework to examine those students who exhibited persistent patterns of truancy and had encountered substantial consequences in their academic pursuits.

Findings

Based on the comprehensive analysis derived from this research endeavor, several significant findings were drawn regarding the profile of the Criminology students grappling with school truancy. The participant pool comprised eight Criminology students, equally divided between genders, with four males and four females. Their age distribution was diverse, with two participants aged 20 or below, while the remaining six were 23 or older. Regarding marital status, seven were single, while one was married. Geographically, the participants hailed from various districts within La Union, including Central, North, and South districts and Ilocos Sur. Accommodation arrangements varied, with one participant living in a boarding arrangement, while the others were non-boarding. Family structures also exhibited diversity, with various family backgrounds including single-parent households, separated parents, dysfunctional families, and legally married parents. Furthermore, the participants' living situations were equally varied, with some residing with parents, one having an overseas Filipino worker (OFW) parent, and one living independently. In terms of employment, three participants juggled work commitments alongside their studies, while the rest were full-time students.

The motivating factors that emerged as significant contributors to the prevalence of school truancy among Criminology students encompassed a variety of influences. Peer influence played a substantial role, exerting pressure on some students to engage in truancy. Financial difficulties were another prominent factor, compelling sure participants to miss classes to address their economic challenges. Factors such as laziness and the perceived lack of prioritization of their Criminology course emerged as motivations for skipping school. Family problems also played a role in contributing to truancy cases among the Criminology students under examination.

Conclusion

In essence, this study comprehensively explored the complex dynamics surrounding school truancy within Criminology education at CICOSAT Colleges. Using the qualitative methodology and the case study approach, a nuanced understanding of the motivating factors and repercussions of truancy among these students was achieved. The diverse profiles and experiences of the participants underscored the multifaceted nature of this issue, shedding light on the interconnected roles of peers, finances, personal priorities, and family circumstances.

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Background

There is an increasing occurrence of children with G6PD deficiency that affects the experiences of their primary caregiver.

Objective

This study focused on the experiences of parents of children with G6PD deficiency with the disease, experiences of parents in the management at home and in the community, and with the Health Care System.

Methodology

The study utilized qualitative research specifically, Husserlian phenomenology. The seven participants were chosen through criterion sampling with the approval of the Ethics Review Board prior to the gathering of data. The data were collected from January 2022 – February 2022. Giorgi's method of interpretation was utilized in analyzing data and was simultaneously done with data gathering.

Findings

The themes that emerged from the study were the umbra, penumbra, and antumbra. The participants expressed that their experiences are likened to a silhouette. It represents the experiences of the participants when they narrated that they feel like they were in the darkest moment of their lives upon knowing the diagnosis of their child until such time that they finally accepted the reality and must live with it, like the shadow that doesn't fade, that vague feeling will always be there.

Recommendations

Therefore, healthcare providers need to create a delicate balance between being informative, sympathetic, and supportive to the mothers regarding G6PD deficiency. The government should provide a Newborn Screening education on mothers focused on needed information. And the education should be provided mainly by healthcare providers and supplemented by educational material. Lastly, more studies *should be conducted in areas that were not explored in this study.*

Keywords: G6PD, fear, support, acceptance