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BUSINESS

Competitive Position Monitoring System Among Hospitality Industries in La Union

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Abstract

In the dynamic and ever-evolving hospitality industry, staying ahead of the curve is crucial for businesses to thrive. Competitive position monitoring (CPM) has emerged as an essential management tool that enables hospitality establishments to assess their strengths and weaknesses relative to their competitors, ensuring their continued success in the marketplace. The hospitality industry is pivotal in La Union's economic growth and development. By attracting tourists from around the globe, hospitality businesses contribute significantly to the province's revenue generation and employment opportunities. As future accountants and business professionals, the researchers recognize the importance of understanding and enhancing CPM practices within this sector. This study delves into CPM practices in the hospitality industry of La Union, a province in the Philippines renowned for its tourism attractions. The primary objective of this study is to evaluate the current CPM practices employed by hospitality businesses in La Union and identify areas for improvement.

This study employs a descriptive research design, utilizing a correlational and comparative analysis approach. The study population consists of managers and employees of hospitality establishments in selected municipalities within La Union. Stratified random sampling was employed to select 145 respondents, comprising 74 managers and 71 employees. Data was gathered through a self-administered questionnaire designed to assess the level of CPM practices and their impact on business performance.

The study's findings reveal that while some hospitality businesses in La Union effectively implement CPM strategies, others lag. This lack of comprehensive CPM practices is attributed to several factors, including limited knowledge of social, economic, environmental, and sustainability (SEES) strategies. The study highlights the critical role of SEES strategies in enhancing a business's competitive edge and ensuring its long-term sustainability.

The study's findings underscore the importance of adopting a comprehensive CPM approach that encompasses all aspects of a business, from financial performance to customer satisfaction. By effectively monitoring and evaluating their competitive position, hospitality businesses in La Union can better understand their strengths and weaknesses, enabling them to make informed decisions and strategically adapt to the ever-changing market landscape.

Keywords: Competitive Position Monitoring

Dimensions of Business Resiliency among Academic Institutions

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Abstract

Business resiliency is the ability of an organization to adapt to and recover from unexpected events, such as natural disasters, cyberattacks, and pandemics. It is essential for educational institutions, which play a vital role in society by educating and preparing students for the future.

However, educational institutions face various risks that can threaten their ability to operate effectively. These risks include natural disasters, cyberattacks, pandemics, financial difficulties, and reputational damage.

To mitigate these risks and ensure the continuity of operations, educational institutions need to develop and implement business resiliency plans. A business resiliency plan is a comprehensive document that outlines how an organization will respond to, recover from, and mitigate unexpected events.

This study investigated the status of business resiliency at Union Christian College (UCC), employing the cross-sectional study design to compare the data from different groups of respondents. The respondents served the College from 2018 to 2021 and experienced the school operations from pre- and during the pandemic. The study utilized an adopted questionnaire to gather the relevant data, which was treated using descriptive and inferential statistics.

The study found that UCC is perceived to be resilient overall, but there is room for improvement in planning and preparedness. Moreover, agreement among the respondents was established as no significant difference between the respondent's assessment of the resiliency of the College based on the different groupings they represented.

Based on the findings of the study, the following business resiliency activities are proposed for educational institutions:

Hire an expert for disaster risk and mitigation. This expert can help the institution identify and assess risks, develop mitigation strategies, and train staff on disaster preparedness and response.

Form a "Disaster Risk Management and Business Resilience" Manual and Committee to lead in times of disasters. This manual and committee will provide a framework for the institution to respond to and recover from disasters in a coordinated and effective manner.

Conduct regular disaster drills and exercises. This will help staff to practice their roles and responsibilities in the event of a disaster.

Develop and implement a business continuity plan. This plan will outline how the institution will maintain essential operations during a disruption.

Invest in information security and cybersecurity measures. This will help to protect the institution's data and systems from cyberattacks.

Build relationships with key stakeholders, such as government agencies, emergency responders, and community organizations. This will help ensure the institution has the support and resources to respond to and recover from a disaster.

By implementing these business resiliency activities, educational institutions can improve their ability to withstand and recover from unexpected events, ensuring they can continue providing their students with a quality education.

Keywords: Academic Institution's Business Resilience, Dimensions of Business Resilience, Disaster Risk Management

Employability of the Bachelor of Science in Business Administration Graduates

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Abstract

As businesses continue to evolve and adapt to the ever-changing demands of the global marketplace, the need for highly skilled and adaptable professionals has never been greater. In this dynamic landscape, the Bachelor of Science in Business Administration (BSBA) degree has emerged as a cornerstone of business education, equipping graduates with the foundational knowledge and transferable skills necessary to thrive in various industries and roles. This study delves into the employability of BSBA graduates, examining their employment rates, job placement trends, and the skills and competencies that contribute to their success in the workforce. By analyzing these key factors, the study aims to provide valuable insights into the effectiveness of BSBA programs in preparing graduates for the demands of the modern business world.

This study used the descriptive research method to describe the employability of the UCC BSBA graduates from SY 2017 to 2022, with actual respondents of 61.68% from the entire 107 graduates. An adopted questionnaire was used to gather the needed data, which was done per the College's research protocols and guidelines. Descriptive statistics was used to analyze the data gathered.

The findings of the study revealed that:

1. As to the employment profile, overall, it is positive, having the majority of them (85.9%) employed. They can find employment within a short period after graduation (89.1% found employment within one month to 1 year), with permanent employment at 62.5% in private organizations (40.6%) and government organizations (34.4%). The most common platform for getting employment is through friends or relatives (59.4%).
2. Secondly, the most influential factors in graduates' employment are the quality of the college and the relevance of the program training. The other factors, such as the college's accreditation status, the reputation of the faculty, and the college's facilities, are also important but not as influential as the first two factors.
3. the most influential factors in getting immediate employment are good academic standing, excellent oral and written communication in English and Filipino, and personality factors (i.e., confidence and determination). The other factors, such as being a LET Passer/Civil Service Career

Eligibility Passer, having a graduate with another course, and having political or company connections, are also influential but not as influential as the first three factors.

4. Conversely, the most challenging factors in the respondents' employment included 'too many applicants,' 'poor communication skills,' and 'mismatch of college training to industry skills.' The other factors, such as no/inadequate experience, few job vacancies/opportunities, no advanced/further studies, limited ICT skills/proficiency, no political/company connections, not pressured to find one, passive personality, and salary is not competitive, are also influential but not as influential as the first three factors.

5. Meanwhile, the most influencing plus factors in getting employed include a. courage of the respondents to take chances and compete with other applicants for the job, b. attended seminars, and c. sought the endorsement of powerful individuals with connections to the company applied for. The other factors, such as taking other jobs not related to profession/education, enrolling in advanced studies, enrolling in speech/communication training, taking skills/trade training for in-demand jobs, enrolling in ICT classes, and taking up personality development courses, are also influential but not as influential as the first three factors.

From the findings of the study, the researchers shed light on the following implications for the business education program of the Union Christian College, which can be relevant to the other degree programs of the institution and to other institutions within the region, national, and even global communities:

1. The college should continue its effective curriculum and teaching methodologies that contribute to graduates' success in the workforce, improving its reputation and attracting prospective students.

2. Establish and maintain strong ties with employers, leading to valuable partnerships, internship opportunities, and direct input on the relevance of the curriculum to industry needs. Collaboration with employers ensures that the college stays abreast of industry trends, helping it tailor its programs to meet the evolving needs of the workforce.

3. Ongoing investments in quality assurance and faculty recruitment/retention are vital for sustaining and enhancing the college's standing, ensuring it remains an attractive choice for students and employers.

4. Regular assessments and curriculum updates in collaboration with industry partners will ensure that graduates are equipped with skills that align with current workforce demands.

5. Maintaining academic rigor is essential, as it contributes not only to graduates' academic standing but also to their overall preparedness for the challenges of the professional world.

6. Effective communication skills are crucial in the workplace. Offering specialized courses and workshops will enhance graduates' ability to articulate their ideas and contribute to their success in various professional roles.

In closing, the study delved into the employability of the business education students at the college in a certain period. The participants were quite small, affecting the generalizability of the findings. As such, replication of the study for a wider scope and with a greater number of respondents can further establish the validity and reliability of this study.

Keywords: Program Success, Graduates' Employability, College Reputation, Quality Assurance, Relevant Curriculum

Entrepreneurial Attitude and Intention of BSBA Students

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Abstract

In the dynamic world of business, entrepreneurial spirit serves as a driving force behind innovation, growth, and prosperity. Individuals with an entrepreneurial mindset are characterized by their proactive approach, problem-solving skills, and unwavering determination to pursue their ventures. While an entrepreneurial attitude reflects an individual's predisposition towards entrepreneurial endeavors, entrepreneurial intention represents a concrete commitment to translate that attitude into action.

An entrepreneurial attitude encompasses a constellation of positive traits that contribute to the success of aspiring entrepreneurs, such as risk-taking propensity, resilience and perseverance, creativity and innovation, problem-solving skills, and initiative and self-reliance. Meanwhile, entrepreneurial intention manifests an individual's entrepreneurial attitude, translating a positive mindset into a concrete plan to start and operate their own business. It is characterized by business idea formulation, feasibility assessment, resource acquisition, and action orientation. This study investigated the relationship between entrepreneurial attitude and entrepreneurial intentions of BSBA students at Union Christian College.

This quantitative study utilized the descriptive-correlational design and used an adapted questionnaire to gather the relevant data from 59 respondents. Regression analysis was used to determine the relationship between the entrepreneurial attitude and entrepreneurial intention moderated by their profile.

The findings revealed that entrepreneurial attitude and intention were high among the participants, indicating a strong inclination towards entrepreneurial pursuits. The study also found that the demographic profile of the students did not moderate the relationship between entrepreneurial attitude and entrepreneurial intention. This study underscores the importance of nurturing entrepreneurial attitudes and intentions among business students. By providing students with the necessary support and guidance, institutions can play a pivotal role in fostering a new generation of entrepreneurs, driving innovation, and contributing to economic growth and development.

In conclusion, entrepreneurial attitude and intention are critical precursors to entrepreneurial success. By cultivating these traits among business students, institutions can empower individuals to transform their entrepreneurial aspirations into reality, shaping the future of business and society.

Keywords: entrepreneurial attitude, entrepreneurial intention, business administration

Navigating the Financial Landscape: An Examination of Accounting Practices among MSMEs

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Abstract

Business owners, particularly those in the micro, small, and medium-sized enterprise (MSME) sector, face many challenges in managing their operations and making informed decisions. Accounting practices, the backbone of financial management, are crucial in addressing these challenges and propelling business growth. This study delved into the extent to which MSMEs adhered to standard accounting practices, shedding light on their compliance levels and the underlying motivations.

The study employed a quantitative approach, specifically the descriptive survey method, to gather and analyze data on the compliance levels of MSMEs across five key components: People, Documents, Equipment, Records, and Processes. This holistic approach provided a comprehensive assessment of the accounting practices in place within these businesses. The study focused on the public market of San Fernando, La Union, a vibrant hub of MSMEs. A purposive sampling technique was employed to select 44 MSMEs with at least five years of experience, ensuring a representative sample of the market's business landscape.

The findings revealed that MSMEs exhibited moderate compliance with standard accounting practices. However, a concerning aspect emerged: MSMEs primarily adhered to these practices solely for compliance purposes rather than utilizing them as tools for informed decision-making. This suggests that the true potential of accounting practices remains untapped within these businesses. Also, a statistically significant relationship exists between the number of employees and the level of accounting compliance. This suggests that as MSMEs expand and employ more individuals, they are more likely to adopt and adhere to standard accounting practices. Recognizing the need for improved accounting practices, the researchers developed an accounting handbook specifically tailored for MSMEs. This practical guide emphasizes proper accounting and tax compliance, ensuring accurate filing and recording of transactions. By providing MSMEs with clear and concise guidelines, this handbook has the potential to enhance their financial management practices.

The study highlights the moderate compliance levels of MSMEs with standard accounting practices, indicating a need for further education and support in this area. While compliance is essential, MSMEs must recognize the transformative power of accounting in enabling informed decision-making and fostering business growth. By embracing accounting as a strategic tool, MSMEs can navigate the complexities of business operations with greater confidence and pave the way for sustainable success.

Keywords: Accounting, Compliance, Accounting Practices

Adapting to Adversity: A Study of Entrepreneurial Resilience Among Small Businesses in San Fernando, La Union During the COVID-19 Pandemic

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Karel O. Cabildo
Maria Luisita D. Mangaser

Abstract

The COVID-19 pandemic has undoubtedly posed unprecedented challenges for businesses of all sizes, industries, and geographical locations. This study, conducted in San Fernando, La Union, Philippines, specifically aimed to investigate the entrepreneurial challenges faced by 170 small businesses during the pandemic.

Employing a quantitative research approach with an explanatory/correlational research design, the study sought to gather and analyze data on the diverse impacts and opportunities presented by COVID-19 for businesses.

The study revealed that certain factors significantly influenced businesses' ability to navigate the pandemic's disruptions. Businesses selling "essential" goods, such as groceries and pharmaceuticals, experienced increased demand and, consequently, better performance than those selling "non-essential" goods. This disparity highlights the crucial role of adaptability in times of crisis, as businesses that could pivot their operations to meet essential needs were more likely to succeed.

Furthermore, the study identified several challenges faced by small businesses during the pandemic, including:

Supply chain disruptions: The pandemic caused widespread disruptions to global supply chains, leading to shortages of raw materials, components, and finished products. This hampered businesses' ability to maintain production levels and meet customer demand.

Reduced customer demand: The economic downturn caused by the pandemic resulted in decreased consumer spending, particularly on non-essential goods and services. This decline in demand posed a significant challenge for many businesses.

Labor shortages: The pandemic also led to labor shortages as many workers became ill or could not work due to childcare or other pandemic-related reasons. This staffing shortage further hampered businesses' ability to operate effectively.

Despite these challenges, the study also identified potential opportunities that emerged during the pandemic, such as:

Increased adoption of technology: The pandemic accelerated the adoption of technology by businesses, driving innovation and enabling new modes of operation, such as online sales and remote work arrangements.

Enhanced customer loyalty: Businesses that demonstrated empathy and support for their customers during the pandemic were able to foster stronger customer relationships and loyalty.

Shift in consumer preferences: The pandemic also led to shifts in consumer preferences, with increased demand for local products, online shopping, and contactless payment options. Businesses that could adapt to these changing preferences were able to capitalize on new market opportunities.

The study's findings have significant implications for policymakers, business owners, and academics:

For policymakers: The study highlights the need for targeted support measures for small businesses during times of crisis. Such measures could include financial assistance, tax relief, and access to training and resources to help businesses adapt and innovate. The study also underscores the importance of promoting local businesses and encouraging consumer support for local products and services.

For business owners: The study emphasizes the need for businesses to be adaptable and willing to pivot their operations in response to changing market conditions. This includes diversifying product offerings, embracing technology, and exploring new sales channels. The study also highlights the importance of maintaining strong customer relationships and fostering customer loyalty, particularly during challenging times.

For academics: The study provides valuable insights into the resilience and adaptability of small businesses during times of crisis. Further research could explore the long-term impacts of the pandemic on businesses and identify strategies for building greater resilience in the face of future disruptions.

The study's findings are limited to the specific context of San Fernando, La Union, during the COVID-19 pandemic. Further research is needed to investigate the broader impact of the pandemic on small businesses in other regions and industries. Additionally, the study focused on the immediate impacts of the pandemic, and further research could explore the long-term consequences and potential lasting changes in business practices.

The COVID-19 pandemic has undoubtedly reshaped the business landscape, presenting challenges and opportunities for small businesses worldwide. The study conducted in San Fernando, La Union, provides valuable insights into the experiences of small businesses during the pandemic, highlighting the importance of adaptability, innovation, and customer relationships in navigating times of crisis. The study's findings offer valuable recommendations for policymakers, business owners, and academics, contributing to a better understanding of the pandemic's impact on small businesses and fostering strategies for building greater resilience in future disruptions.

Keywords: Resilience, Adaptability, Entrepreneurial Spirit

Ensuring Client Satisfaction: A Case Study of Union Christian College's Online Services

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Abstract

Customer satisfaction is a crucial business metric, directly impacting future transactions and customer loyalty. In the education sector, satisfaction with online services is particularly important, as these services have become essential for communication, learning, and administrative tasks. This study examines the efforts of Union Christian College (UCC) in maintaining client satisfaction through its online services.

The study employed a quantitative approach, using a survey questionnaire to collect data from pupils/students, parents, and personnel. The questionnaire assessed the respondents' satisfaction with UCC's online services, including accessibility, reliability, ease of use, and overall satisfaction.

The study revealed that UCC's online services are generally perceived as very good. Respondents from all three groups agreed expressly that there are high satisfaction levels with the services, as indicated by the Kruskal-Wallis test. Additionally, it was indicated that there were significant relationships between the status of online delivery practices and satisfaction.

The findings of this study have several implications for UCC:

1. UCC's online services are meeting the expectations of its stakeholders.
2. Continued efforts to improve the quality and efficiency of online services will further enhance customer satisfaction and loyalty.
3. Regular evaluation of online services will ensure that they remain aligned with the evolving needs of stakeholders.

However, certain limitations were identified:

1. The survey sample was limited to UCC stakeholders, which may not reflect the broader online community.
2. The study focused on satisfaction with online services only and did not consider other factors that may influence customer loyalty.

Based on the study findings, the following recommendations are made for UCC:

1. Implement effective online services that focus on increasing customer satisfaction.
2. Provide an evaluation mechanism for online services to gather feedback and suggestions for improvement.
3. Conduct regular reviews of online services to ensure they remain relevant and user-friendly.

This study demonstrates the importance of maintaining client satisfaction through effective online services in the education sector. UCC's efforts in this regard are commendable, and the recommendations provided can further enhance the quality and user experience of its online services.

Keywords: online services satisfaction, Union Christian College, school operations

Topspot Training Program and KFC Philippines Competencies

Soliver C. Arenas

Abstract

The Corporate University Model causes a lot of debate about whether this design will be more strategic in developing individual and organizational knowledge than traditional universities. Because of this, the researcher decided to conduct a study about the effectiveness of the aspects of the model to test its applicability in a fast-food restaurant.

The study focused mainly on the TOPSPOT Multi-Purpose Cooperative's training program regarding on-the-job training, Competency-Based Orientation, Curriculum, and Training Aids as assessed by selected rank-and-file and supervisory employees in the Philippines. It aimed to identify the correlation between the TOPSPOT Multi-Purpose Cooperative's training program and KFC Philippines Competencies in Knowledge, Skills, and Abilities.

This study used the descriptive method to gather the necessary information and assess the TOPSPOT Multi-Purpose Cooperative's Training Program. A survey questionnaire was used across the Philippines to gather the needed data. The research covered all the employees who experienced the TOPSPOT Multi-Purpose Cooperative training program in the Philippines, which has 148 KFC branches.

1. Contingent on the assessment of the training program of Topspot Multi-Purpose Cooperative, the most effective indicator under the first aspect – On-the-Job Training is “The OJT experience enables mastery of the tasks needed to perform” and “The communication of the training program’s rules in the store’s standard operating procedure cultivates the learning.” For the Competency-Based Orientation, the top indicator is “The orientation communicates the competencies needed to trainees.” For the third aspect -Curriculum, the most effective indicator is “The training program is related to the job role in store.” For the fourth aspect – Training Aids, the most effective indicator is “The training materials and training room empower the training sessions to understand the lesson further.” Among the aspects, the respondents rated the Competency-Based Orientation as the most effective aspect of the training program.

2. Contingent on the respondents’ judgment of their competency, in terms of Knowledge, the most excellent indicator is “The training program communicates all the concepts and topics to the trainees.” Regarding Skills, the most excellent indicator is “The hands-on experience enables trainees to master tasks.” Regarding Ability, the most excellent indicator is “The training program encourages the trainees to commit to their job.” Among the aspects, the respondents assessed that Skills are the most excellent aspect of competency.

3. The On-the-Job Training, Competency-Based Orientation, Curriculum, and Training Aids had a consequential relationship with Knowledge, Skills, and Ability (KSA).

4. Knowledge, Skills, and Ability have no consequential divergence in terms of age, the number of seminars/trainings attended, and gender according to the assessment of the respondents.

1. Disseminate best practices to improve employee performance, increasing efficiency, profitability, and customer satisfaction. This concept can be applied operationally to effectively diagnose and address training and development needs.
2. Alignment of training with business needs is essential for long-term success. Organizations must adapt to their environment and evolve, mirroring the importance of employee development in corporate settings.
3. Corporate Universities focus on integrated training initiatives from a holistic education, encompassing technical skills, soft skills, and values. This approach is relevant in corporate settings, where trainees are expected to be dynamic.
4. Embracing new training methods and technology is critical for staying competitive and efficient, and the Corporate University welcomes this approach, which can significantly impact an organization's ability to adapt to changing market dynamics. In corporations, staying up-to-date with the latest technologies and treatment methods is vital for satisfying their customers.

Keywords: corporate university, TOPSPOT Multi-Purpose Cooperative, competency, on-the-job training, best practices

Profile Analysis of UCC Employees

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Abstract

Employees are the lifeblood of any organization, driving its success and shaping its reputation. Understanding the characteristics and needs of employees is crucial for effective management, resource allocation, and strategic planning. Employee profiling provides a comprehensive overview of the workforce, enabling organizations to make informed decisions that foster employee satisfaction, productivity, and organizational growth.

Union Christian College (UCC), a renowned educational institution in San Fernando, La Union, recognizes the importance of employee profiling. A group of office administration students conducted a profiling analysis of 79 UCC teaching and non-teaching personnel to understand its workforce better. Employing a descriptive design, the researchers collected data through a survey questionnaire, ensuring adherence to the institution's ethical guidelines and standards.

The findings of the study revealed several key insights into the UCC workforce: Demographic Profile: Most UCC employees are females, are single, and fall within the 20-25 age bracket. Their basic salary ranges from 10,000 to 15,000 pesos per month. Professional Profile: Most UCC employees are teachers and hold permanent positions. Many have participated in seminars and training programs primarily focused on technological, ethical, and pedagogical skills. However, participation in office management, finances, and resource management training were relatively low. Training Perception: UCC employees value the institution's training opportunities, recognizing their relevance to their professional development. Personnel Development and Profile Factors: No significant relationship between personnel development competence and the identified profile factors was found, suggesting that factors beyond age, gender, marital status, salary, and position influence employee development needs.

Based on these findings, the researchers recommended developing a continuous professional development program for teaching and non-teaching personnel. This program should be tailored to address the specific needs of UCC employees, aligning with the institution's human resource staffing requirements.

The employee profiling analysis conducted at UCC highlights the valuable insights gained from understanding the workforce. By recognizing its employees' unique characteristics and needs, UCC can make informed decisions that enhance employee satisfaction, promote professional development, and contribute to its continued success.

COMPUTER SCIENCE

UCC Student Inventory Automation

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Abstract

The transition from manual to automated school inventory management has brought about a significant transformation in the school's data management processes, particularly in terms of efficiency. This study sought to develop a system that would facilitate the seamless collection of student information by OSAS staff, minimizing human effort and optimizing data accuracy. Employing developmental research approaches, the researchers focused on creating a user-friendly platform to address the specific needs and challenges OSAS personnel face. Essential insights were gathered through documentary analysis of OSAS forms to inform the system's design and functionality.

Utilizing the Waterfall Method, the researchers meticulously crafted the automated inventory system to meet the unique requirements of Union Christian College. The study was conducted within the guidance facilitators and dean's office of student affairs and services, providing a comprehensive understanding of the system's impact on daily operations. A detailed examination of the sample data used to test the inventory system was conducted to assess its effectiveness in resolving previous system limitations.

To ensure the reliability and efficacy of the inventory system, monitoring mechanisms were implemented to showcase its capabilities and performance under various scenarios. It is strongly recommended that this advanced system be adopted to enhance the school's current operational framework, enabling staff to carry out tasks efficiently and precisely. By embracing this innovative solution, Union Christian College can elevate its data management practices and streamline administrative processes for improved overall performance.

Keywords: *Student Inventory, Automation, UCC, Waterfall Method*

EDUCATION

Engagement In and Effectiveness of the Academic Service Community Program of the Internal Quality Assurance Network Institutions of Thailand

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Abstract

Academic service-learning is an experiential educational strategy that integrates community service into academic courses, so learning is enhanced, and community partners receive concrete benefits.

This descriptive correlation research aimed to investigate the relationship between the extent of engagement and the effectiveness of academic service community programs. Data gathered using a questionnaire and documentary analysis were treated using ranking, weighted mean, SPSS, frequency, and t- t-ratio for r. A total of 440 students (400) and lecturers (40) answered the questionnaires, and 30 participated in reliability testing of the questionnaire in the study.

The extent of engagement in the academic community service program was highly engaged /seldom obtained from knowledge management, strategy implementation, motivational growth, relations and communication, extra-curricular activity development, and culture of involvement. The level of effectiveness was highly effective, obtained from a source of self-satisfaction, enhancing social responsibility, proper appropriation of resources, determination of future avenues, and responsiveness on social issues. The capabilities of engagement of knowledge management, motivational growth, extra-curricular activity development, and culture of involvement need maintenance or even enhancement. In contrast, the administrators must address the constraints on strategy implementation, relations, and communication in their engagement in academic service community programs. The capabilities of the effective source of self-satisfaction and enhancing social responsibility need maintenance or enhancement, while the constraints on the proper appropriation of resources, determination of future avenues, and responsiveness on social issues need improvements by the administrators in their effectiveness of ASCP.

The validated 3-Year Strategy Plan is humbly recommended for use by the IQANIs to enhance the engagement in and effectiveness of the ASCP.

Keywords: Academic Service Community Program, Engagement, Effectiveness, Internal Quality Assurance Network Institutions, Descriptive Correlation Research Design

English Speaking Attitude, Confidence, and Personal Initiatives in Junior High School Classrooms

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Abstract

English language proficiency is pivotal in today's interconnected academic, social, and professional spheres. This study delves into the intricate dynamics of students' attitudes and initiatives in speaking English in the classroom. The research reveals that students display highly favorable attitudes towards speaking English in academic contexts, associating it with feelings of success, improved personality, and enhanced communicative competence. Moreover, the findings demonstrate students' high confidence level in English, even when faced with linguistic imperfections, showcasing their willingness to prioritize communication over perfection. The study identifies the significant influence of psychological, linguistic, and learning environment factors on students' English-speaking abilities, underscoring the need for a comprehensive approach to language learning. Furthermore, the research highlights the positive relationships between students' confidence, linguistic competence, psychological disposition, personal self-improvement initiatives, and attitudes toward speaking English in the classroom. These insights provide valuable implications for educators and policymakers to create a supportive and engaging learning environment that fosters students' English language proficiency and encourages a positive attitude toward active participation in English-speaking activities.

This study used the descriptive research design to ascertain the attitude, confidence, initiatives, and factors of the English speaking skills of the junior high school students of Union Christian College during the SY 2022-2023. The researchers gathered the data using an adapted questionnaire. Furthermore, they observed ethical guidelines in the conduct of research in the College before gathering data. The data gathered were statistically treated using descriptive and inferential statistics.

Problem 1: Students' Attitude in English Speaking in the Classroom

The participants' responses indicate a highly favorable attitude towards speaking English in academic settings, with all items having mean scores above 3 (Moderate Agreement) and most falling into the "Highly Favorable" and "Very Highly Favorable" categories.

The results demonstrate that the respondents enjoy speaking English when discussing their thoughts in academic settings, such as classrooms and school forums (Item 1). The respondents further support this enjoyment in sharing their thoughts in English during academic gatherings (Item 2). Such positive attitudes towards English language usage in academic settings can contribute to a more engaging and participative learning environment.

The data also reveal a sense of confidence among respondents when conversing with teachers in English within the school setting (Item 3). This confidence may lead to more effective teacher-student interactions and foster better communication, positively impacting the learning experience.

Respondents strongly associate speaking English in academic settings with feelings of success (Item 4). This suggests that language proficiency may serve as a source of motivation for students, potentially driving them to excel academically.

Moreover, the respondents agree on speaking English in general settings (Item 5). This finding reflects the perception that English proficiency is valuable not only in academic contexts but also in various social and professional situations.

The participants recognize the multifaceted benefits of speaking English in academic settings. They believe it contributes to their academic success and future job prospects (Item 6). Additionally, English proficiency is perceived as a means to improve one's personality (Item 7) and communicative competence for interactions outside the academic community (Item 8).

Recognizing the personal, academic, social, and economic advantages of speaking English in academic settings (Item 9) further underscores the respondents' favorable attitudes. This holistic view of the language's impact demonstrates its significance beyond academic pursuits.

Problem 2: Students' Level of Confidence in Speaking English in Class

The results indicate high confidence among students when speaking English in the classroom. Items 1 and 2 demonstrate the highest mean scores, indicating that students are highly confident even when they make errors in pronunciation or lack fluency in grammar. This suggests that students are willing to take risks and prioritize communication over perfection, embracing their imperfections as part of the learning process.

Items 3 and 4 show slightly lower mean scores, indicating moderate confidence. However, the standard deviations for these items are relatively high, suggesting a wide range of participant responses. Some students may still experience mild worries about making mistakes or fear being laughed at, which could influence their willingness to participate actively in class discussions.

The study's findings highlight the importance of creating a supportive and inclusive classroom environment that encourages students to take linguistic risks without fear of judgment. Language educators should foster an atmosphere where students feel safe expressing themselves and learning from their mistakes.

Problem 3: Students' Initiatives in Speaking English in Class

Among the various self-improvement initiatives, the participants displayed strong motivation in several aspects. They were highly motivated to pay attention to their pronunciation and strive for clarity when speaking (Item 1, $M = 4.32$). Additionally, they expressed high motivation to engage in activities like reading academic materials aloud (Item 2, $M = 3.99$) and deliberately expanding their academic vocabulary (Item 3, $M = 4.08$).

The participants valued learning from others and their peers, as shown by their high motivation to observe how people in their field explain complex ideas in English (Item 4, $M = 4.11$) and to learn from good presenters or classmates who speak convincingly (Item 6, $M = 4.13$).

Participation and interaction in academic settings were also highly regarded, with students seeking opportunities to interact with classmates, professors, and others (Item 5, $M = 3.86$). Moreover, they demonstrated a strong motivation to prepare key points before class (Item 7, $M = 3.59$), think about message clarity before speaking (Item 8, $M = 4.14$), and actively engage in class discussions by listening attentively and contributing to the conversation (Items 10 and 11, $M = 3.93$ and $M = 3.80$, respectively).

Furthermore, the participants were highly motivated to self-assess and improve their speaking skills. They paid attention to how others agreed and disagreed during discussions (Item 13, $M = 3.95$), sought opportunities to present (Item 16, $M = 3.55$), and rehearsed before presentations (Item 17, $M = 3.86$). After class or presentations, they engaged in reflective practices to identify areas for improvement (Item 19, $M = 3.98$).

The grand mean of 3.92 indicates that the participants were highly motivated across all personal initiatives for self-improvement in speaking English, demonstrating their dedication to enhancing their communication skills in academic contexts.

Problem 4: Factors influencing students English speaking in class. Psychological factors emerged as the most influential category, with a mean score of 3.61, signifying a high effect on participants' English-speaking ability. Psychological factors encompass self-confidence, motivation, anxiety, and attitudes toward learning a new language. These findings imply that fostering positive psychological attributes can substantially enhance individuals' language learning outcomes and overall English proficiency.

The mean score of 3.17 for linguistic factors indicates a moderate influence on participants' English-speaking ability. This suggests that language-specific aspects, such as vocabulary, grammar, and pronunciation, significantly determine their proficiency. The moderate effect size suggests that addressing linguistic shortcomings can lead to observable improvements in English speaking skills.

The mean score of 3.03 for Learning Environment Factors suggests a moderate impact on participants' ability to speak English. Learning environment factors encompass the availability of resources, teaching methodologies, and exposure to English in daily life. Although not as influential as psychological factors, addressing learning environment factors can still significantly improve English language proficiency.

The overall grand mean of 3.27 indicates a moderate effect size, suggesting that all three factors' combined influence contributes moderately to individuals' individuals' ability to speak English. This finding reinforces that a multifaceted approach, encompassing linguistic, psychological, and learning environment considerations, is essential for fostering effective language learning outcomes.

Problem 5: Relationships between variables

Confidence was found to have a significant positive relationship with the respondents' attitudes toward speaking English in the classroom ($r = 0.578$, $p < .001$). This result suggests that students with higher confidence levels in their English-speaking abilities tend to have more positive attitudes when using English in the classroom. The implication is that interventions aimed at boosting student's confidence in their language skills could potentially lead to more favorable attitudes toward English usage during classroom interactions.

The linguistic factor was also significantly positively associated with the respondents' attitudes ($r = 0.252$, $p = .003$). This finding highlights the importance of linguistic competence in influencing students' attitudes toward speaking English in the classroom. As students gain proficiency in English

language usage, they are more likely to develop positive attitudes toward actively participating in English-speaking activities during classroom sessions.

Similarly, the Psychological Factor exhibited a significant positive relationship with attitude ($r = 0.205$, $p = .018$). This result indicates that psychological aspects, such as motivation, attitude toward the language, and emotional disposition, play a role in shaping students' attitudes toward speaking English in the classroom. Educators and policymakers should consider the psychological factors affecting students' language learning experiences to create a supportive environment that fosters positive attitudes. Furthermore, the Learning Environment Condition was significantly correlated with attitude ($r = 0.278$, $p < .001$). This finding emphasizes the significance of the classroom environment in influencing students' attitudes toward speaking English. Factors like classroom atmosphere, teaching methods, and opportunities for language practice can impact students' comfort and willingness to engage in English conversations, ultimately affecting their attitudes.

Finally, Personal Initiatives for Self-Improvement exhibited a highly significant positive relationship with attitude ($r = 0.682$, $p < .001$). This result highlights the importance of students' proactive efforts in self-improvement, such as engaging in language learning outside the classroom, seeking language partners, or participating in language clubs. Students who take personal initiatives to enhance their English skills are more likely to develop positive attitudes toward using the language in the classroom.

This study, conducted at Union Christian College, City of San Fernando, La Union, among junior high schools, provides valuable insights into students' attitudes, confidence, initiatives, and the factors influencing their English-speaking abilities in the classroom. The findings demonstrate an overwhelmingly positive attitude among participants towards speaking English in academic settings, indicating that students enjoy using English to express their thoughts in classrooms and school forums. This positive attitude extends to their interactions with teachers, where students display confidence and perceive English proficiency as a motivation for academic success.

The study also reveals that students are highly confident in speaking English, even when facing errors or lacking fluency in grammar, which reflects a willingness to prioritize communication over perfection. However, some students still experience mild concerns about making mistakes or being judged, suggesting the need for a supportive and inclusive classroom environment that encourages linguistic risk-taking. Moreover, the research highlights students' various self-improvement initiatives to enhance their English-speaking abilities. Participants were motivated to pay attention to pronunciation, expand academic vocabulary, and learn from others and their peers. The findings underscore the importance of fostering a culture of active participation, where students engage in academic discussions, prepare thoroughly, and seek opportunities to present and receive constructive feedback.

The study also identifies three significant factors influencing students' English-speaking abilities: psychological factors, linguistic factors, and learning environment factors. Positive psychological attributes, such as self-confidence and motivation, are crucial in language learning outcomes. Linguistic competence, including vocabulary, grammar, and pronunciation, significantly improves students' proficiency. Additionally, the classroom environment, teaching methodologies, and exposure to English in daily life influence language learning experiences.

Keywords: attitudes, English-speaking, confidence

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Error Analysis of Written Compositions of Tertiary Students

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Abstract

Writing is one of the most complex skills; thus, an individual needs the necessary competencies to produce acceptable output for effective writing. Therefore, pre-service teachers should be equipped with excellent writing skills. They will be tasked to prepare paperwork, memoranda, correspondences, and lesson plans and, sometimes, act as school papers and research advisers.

Using documentary analysis, this study assessed the writing competence of the pre-service teachers enrolled in Union Christian College during the first semester of the school year 2022-2023. It utilized the descriptive research design. The data used in the analysis is a compilation of 70 English composition manuscripts obtained from a dataset. It was analyzed using Grammarly. Frequency count was used in the management of data.

The results showed that the pre-service teachers' writing competence is unsatisfactory, with significant correctness, clarity, engagement, and delivery issues.

It is then recommended that pre-service teachers should undergo the formulated training program for writing enhancement.

Keywords: composition analysis, pre-service teachers, writing competence

Plagiarism Prevention Skills Training: A Service-Learning Project

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Abstract

This study aligns with UNESCO's Pillars of Education, focusing on Learning to Do and emphasizing the practical application of knowledge (UNESCO, 1996). It addresses an often-overlooked aspect of practical skill development: plagiarism prevention, recognizing it as a crucial competency (Bilbao et al., 2018).

Effective skill development, including plagiarism prevention, is facilitated through training and coaching. Initiatives in Karnataka, India, have demonstrated moderate effectiveness, underscoring the impact of such programs (Arun Kumar et al., 2021). Training's role in performance improvement is well-established, necessitating the design and implementation of effective programs (Esha, 2019; Hamid, 201).

Plagiarism, extending beyond mere copying, challenges academic integrity (Barnbaum, 2006, as cited in Anney, 2015). Despite awareness of its consequences, factors like time constraints and academic pressure may drive individuals to plagiarize (Cheema et al., 2011; Selemani, 2018). This issue extends beyond academia, manifesting in various media forms (Anderson et al., 2019).

Effective plagiarism prevention tools, including Grammarly, ProWritingAid, Quillbot, and Wordtune, are available, aiding students in proper source identification and citation while maintaining originality (Agrawal, 2022; Fumba, 2021).

Plagiarism remains a global concern in higher education, with varying awareness and enforcement levels worldwide (Vetter & Howell, 2020; EHEA, 2021). Cultural differences impact its prevalence, as seen in Australia, African universities, and Asian countries (Dawson et al., 2021; Ojewumi, 2020; Wang & Sun, 2019; Hirose & Yamada, 2021; Valenzuela et al., 2019; Malik et al., 2020).

The consequences of plagiarism are severe, affecting both students and institutions and jeopardizing academic integrity principles and the credibility of higher education. Union Christian College (UCC) in San Fernando City, La Union, Philippines, upholds integrity through its core values (FIREs) and ethical research standards. This study within UCC's School of Education, Arts, and Sciences (SEAS) equips students with essential skills to navigate academia with integrity, promoting plagiarism-free research in future endeavors.

This study utilized a descriptive-developmental research method. Descriptive research aims to identify and characterize characteristics within a population, focusing on describing observed phenomena without delving into the "why" (Bhat, 2018). The study described students' plagiarism level regarding the UCC institutional similarity index, focusing on managing plagiarism in academic outputs.

Developmental research involves creating instructional activities to test instructional theories and build potential skills and competencies (Prediger, 2015). In this study, a service-learning project was developed to equip students with plagiarism management skills, serving as input for institutional actions.

Data consisted of pre-service teachers' manuscripts from Union Christian College, covering AY 2020-2021 to the first semester of AY 2022-2023. Manuscripts were stored in instructors' Google Classrooms and accessed after UCC Ethics Review Board approval.

Of 985 accessed manuscripts, 475 met inclusion criteria: 115 reflective journal entries, 175 essay tests, 112 reaction/discussion papers, 33 literary articles, and 30 research papers.

Documentary analysis was employed since data were database-stored. Ethical processes were observed, including research vetting, ethics review, anonymization of data, and manuscript deletion post-analysis.

The UCC Institutional Tool was adopted with permission to validate the Plagiarism Prevention Service-Learning Project.

Manuscripts were analyzed using Grammarly, and similarity percentages were recorded and analyzed through frequency counts and percentages. The average percentage determined the similarity index status, aligning with institutional academic policy.

Table 1 presents a comprehensive overview of plagiarism levels in pre-service teachers' manuscripts across various categories, expressed as percentages. Notably, Reflective Journal Entries exhibit a substantial portion (28.09%) falling within the 16%-20% plagiarism range, highlighting the need for conditional acceptance with revisions. Essay Tests reveal a significant concern, with nearly 29.14% exceeding 21% plagiarism, necessitating substantial revisions. Reaction/Discussion Papers display 25.89% within the 11%-15% range, indicating an acceptable level of originality, though citation enhancement is advised. Literary Articles showcase commendable adherence to citation practices (30.30%), but 15.15% require substantial revisions due to plagiarism exceeding 21%. Research Papers show the highest plagiarism levels, with 36.67% exceeding 21%, warranting significant revisions. These findings underscore the importance of reinforcing research ethics and citation practices among pre-service teachers.

Table 2 summarizes similarity indexes in pre-service teachers' manuscripts, highlighting plagiarism occurrence and acceptance status. Reflective Journal Entries feature a low plagiarism rate of 8.7%. Essay Tests and Reaction/Discussion Papers display slightly higher rates at 14.29% and 10.71%, respectively. Literary Articles exhibit the highest percentage (30.3%) of proper citations—however, Research Papers lag, with only 6.67% plagiarism-free. Approximately 14.134% of submissions are deemed acceptable without plagiarism concerns.

Many submissions across manuscript types show minor similarities, with Essay Tests having the highest percentage (19.43%), followed by Reflective Journal Entries (20%) and Reaction/Discussion Papers (15.18%). Literary Articles and Research Papers also display lower percentages (15.15% and 13.33%). On average, about 16.618% of all submissions fall within this acceptable similarity range.

Submissions falling into the 11%-15% similarity category vary among manuscript types, with Reaction/Discussion Papers having the highest share (25.89%). On average, approximately 19.7% of submissions meet satisfactory similarity levels.

Manuscripts within the 16%-20% similarity range comprise a substantial portion, notably in Reflective Journal Entries (28.09%) and Essay Tests (24%). On average, around 23.006% of all submissions fall into this category, necessitating significant revisions.

To address serious plagiarism concerns, manuscripts with 21% or higher similarity levels require significant revisions and treatment. Research Papers have the highest percentage (36.67%), followed by Essay Tests (29.14%), Reflective Journal Entries (26.96%), and Reaction/Discussion Papers (26.79%). Literary Articles have the lowest percentage (15.15%), indicating notable concerns demanding substantial revisions.

Based on the given criteria and ratings, the Plagiarism Prevention Service-Learning Project assessment confirms its validity. Each criterion has received positive evaluations, resulting in an overall score of 4.75 out of 5 points, indicating a high level of validity.

The project has received a high overall evaluation rating of 4.50, highlighting its exceptional effectiveness in achieving its goals. These goals encompass enhancing technical writing abilities and addressing concerns related to plagiarism.

Debora (2014) and Katharina (2021) identified significant trends in pre-service teacher plagiarism, aligning with current findings:

1. High Plagiarism Rate: Pre-service teachers frequently exhibit plagiarism across assignment types, such as essays and research papers, necessitating broad intervention.
2. Lack of Plagiarism Understanding: Many pre-service teachers struggle to grasp plagiarism concepts, leading to unintentional infringements.
3. Internet Facilitation: Easy online access encourages content-copying without proper attribution.
4. Academic Pressure: The fear of failing to meet academic demands prompts plagiarism.
5. Inadequate Policy Enforcement: Some institutions lack strict anti-plagiarism policies and education, fostering plagiarism-friendly environments.

Consistent trends from Mohamed et al. (2020), Anne (2018), and Roth (2017) include:

1. Steady Plagiarism Rates: Rates among pre-service teachers remain unchanged over five years, indicating the need for more effective intervention.
2. Root Causes: Academic stress, citation knowledge gaps, and the appeal of online resources consistently drive plagiarism.
3. Comprehensive Education: Ongoing emphasis on comprehensive academic integrity education, including plagiarism prevention and correction, is essential for aspiring teachers.

Keywords: Plagiarism, Academic Integrity, Service-Learning, Technical Writing, Higher Education

Preschool Distance Learning: Status and Prospect

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Abstract

Distance learning is a method of instruction where lessons are delivered via the Internet and self-learning modules. Students work from home with the guidance of their parents rather than in a classroom. This paper aimed to ascertain the status of distance preschool learning in UCCP Nursery-Kindergarten schools during the pandemic.

The study used quantitative research during the first semester of the 2022-2023 school year, with participants including preschool teachers and parents from the United Church of Christ in the Philippines. This study used the descriptive design method, collecting the quantitative data through a survey.

According to the findings, the distance preschool learning among UCCP Nursery-Kindergarten Schools exceeded expectations and satisfied both respondents. There is a significant relationship between the status of preschool distance learning and the degree to which the two groups of respondents were satisfied with the educational setup during the pandemic. In addition, there is no significant difference in the satisfaction levels between the two groups of respondents regarding preschool education via distance during the pandemic.

Therefore, the researchers recommended a seminar-workshop to enhance the respondents' use of computer technology in teaching and learning and to improve their knowledge of the curriculum content.

Keywords: Preschool distance learning, Christian educational institutions

Crossing the Borders: Lived Experiences of Preschool Families during the Modular Distance Learning

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Abstract

The sudden shift to modular learning brought about by the COVID-19 pandemic has presented a unique set of challenges and opportunities for children and their families. This study, which explored the family experiences in the preschool modular instructions, aimed to shed light on how families navigated this new learning landscape.

Through a qualitative approach grounded in hermeneutic phenomenology, the study delved into the lived experiences of nine families with preschool students enrolled in modular learning. Unstructured interviews were conducted to gather insights into the challenges, frustrations, and unexpected benefits of this mode of instruction.

The study's findings revealed three key themes:

A. Challenges of Modular Learning: Families faced numerous challenges adapting to modular learning. These included:

1. Difficulties in understanding and implementing the curriculum: Parents often struggled to comprehend the learning materials and lacked the pedagogical expertise to guide their children's learning effectively.
2. Limited access to resources and technology: Technological limitations and a lack of access to necessary resources, such as computers and reliable internet connectivity, further hindered learning.
3. Managing distractions and maintaining focus: Creating a conducive learning environment at home proved challenging, as children were often distracted by their surroundings and struggled to maintain focus during online lessons.

B. Parental Dissatisfaction with Preschool Distance Learning: Many parents expressed dissatisfaction with the lack of personalized attention and hands-on learning opportunities provided by distance learning. They felt ill-equipped to replace the role of trained educators and expressed concerns about the potential negative impact on their children's development.

C. Unexpected Benefits of Modular Learning: Some families identified unexpected benefits of modular learning despite the challenges. These included:

1. Strengthened family bonds: Learning fostered a sense of connection and collaboration between parents and children.
2. Enhanced parental involvement in education: Families better understood their children's learning styles and needs, which could inform future educational decisions.
3. Development of new skills and strategies: Parents developed new skills, such as online research and creative teaching techniques, to support their children's learning.

Based on these findings, the study recommends several strategies to improve the effectiveness of modular learning for preschoolers:

1. Collaboration between Parents and Teachers: Fostering open communication and collaboration between parents and teachers can help bridge the gap between home and school, ensuring parents are well-equipped to support their children's learning.
2. Regular Dialogue and Open Communication: Regular dialogue and open communication channels between parents and teachers can help identify and address any challenges or concerns that arise during the learning process.
3. Utilization of Social Platforms: Leveraging social platforms, such as Facebook groups or messaging apps, can create a supportive online community for parents to share experiences, seek advice, and connect with other families facing similar challenges.

The sudden shift to modular learning has undoubtedly disrupted traditional education models and presented unique challenges for educators and families. However, by understanding the lived experiences of families and implementing the recommended strategies, we can work towards creating a more effective and supportive learning environment for preschoolers during these unprecedented times.

Keywords: Modular learning, COVID-19 pandemic, Preschool Family experiences, Challenges, Opportunities, Collaboration between parents and teachers, Regular dialogue and open communication, Social platforms

The UCC Accountancy Program and the Employability of Its Graduates

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Abstract

The study sought to determine the employment status and experiences of graduates of the Bachelor of Science in Accountancy program at a particular university. The findings would provide valuable insights into the program's effectiveness in preparing students for the workforce and inform future curriculum development and career guidance initiatives.

The study adopted a student-centered approach, recognizing that the ultimate goal of education is to equip students with the knowledge, skills, and competencies necessary to succeed in their chosen careers. This approach emphasizes active learning, individualized instruction, and integrating real-world experiences into the curriculum.

The study employed a quantitative approach, utilizing numerical data to analyze the employment status and experiences of the graduates. A descriptive research design was chosen to provide a comprehensive overview of the data and identify key trends and patterns.

The study participants were recent Bachelor of Science in Accountancy program graduates from the School of Business Sciences. This sampling frame allowed for a focused examination of the employability outcomes specific to this academic program.

A modified UCC graduate study questionnaire served as the primary data collection tool. The questionnaire was adapted to gather relevant information about the graduates' employment status, job search experiences, and satisfaction with their current employment.

The data collected from the questionnaire were analyzed using descriptive statistics, including frequency, percentage, and mean. These measures provided insights into the distribution of responses and the central tendency of the data.

The study revealed that many Bachelor of Science in Accountancy program graduates were successfully employed within a year of graduation. Many of these graduates secured permanent employment contracts, indicating their strong employability and value to the accounting profession.

The findings suggest that graduates from this program were able to find employment relatively quickly, with most securing their first job within a year of graduation. This rapid transition into the workforce highlights the program's effectiveness in preparing students for the demands of the accounting industry.

Most employed graduates worked in private-sector organizations, reflecting the strong demand for accounting professionals in this sector. However, the data indicated that many graduates were still in their first year of employment, suggesting there may be opportunities for further career advancement and specialization in the coming years.

The study identified several key factors influencing the graduates' decision to choose the Bachelor of Science in Accountancy program. The university's reputation, the relevance of the program's training to their professional aspirations, and overall quality stood out as significant factors in their decision-making process.

The study recommends that future research on the employability of accountancy graduates explore their definitions of success and correlate them with their current employment profiles. This approach would provide a deeper understanding of the graduates' career aspirations and the factors that contribute to their perceived success in the accounting profession. Comparing the employability outcomes of accountancy graduates across different countries could provide valuable insights into the influence of cultural and economic factors on the demand for accounting professionals and the effectiveness of accounting education programs in preparing graduates for the global workforce.

Keywords: employability, BSA graduates, tracer study, outcome-based education

Pre-Service Teachers' Literary Work: Input a Literary Resource Material

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Abstract

During their formative years, children exposed to various engaging literary activities can explore and comprehend the vastness of the world and its myriad wonders. This research seeks to assess the literary works produced by pre-service teachers as the foundation for a reading plan aimed at early elementary school students. Thirty participants, including teachers and parents, evaluated the literary pieces using formalist, reader-response, and moral-philosophical approaches.

Formalist Approach:

The formalist approach focuses on the internal structure and elements of the literary works, such as plot, characterization, setting, language, and symbolism. The evaluators assessed the literary pieces for their coherence, consistency, and effectiveness in conveying the intended message.

Reader-Response Approach:

The reader-response approach emphasizes the individual reader's interpretation and response to the literary works. The evaluators explored their personal experiences, emotions, and connections to the stories, providing valuable insights into the potential impact of these works on young readers.

Moral-Philosophical Approach:

The moral-philosophical approach examines the ethical and societal implications of the literary works. The evaluators considered the values, morals, and life lessons presented in the stories, evaluating their suitability for promoting positive character development in early-grade schoolers.

The unanimous evaluation of all nine literary works as highly acceptable underscores their potential effectiveness in engaging and educating young readers. The stories were well-written, age-appropriate, and rich in themes that resonate with children's experiences and imaginations.

The developed reading plan provides a structured framework for introducing early-grade students to literary works. It outlines activities and discussions that encourage active engagement with the stories, fostering comprehension, critical thinking, and appreciation for literature.

The recommended use of the reading plan in assessing children's reading skills offers a valuable tool for educators. By observing their responses to the stories, teachers can gain insights into their students' comprehension, vocabulary, and ability to connect with literary themes.

This research highlights the significance of early exposure to meaningful literary activities in shaping children's understanding of the world and their place within it. Evaluating pre-service teachers' literary work and developing a reading plan provides valuable resources for educators seeking to cultivate a love for literature and promote literacy development among early-grade schoolers.

Keywords: early reading and literacy, pre-service teachers creative works, reading plan

HEALTH AND SCIENCES

A Phenomenological Study on the Nurses' Perception of Facemask Use in the New Normal

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Abstract

The COVID-19 pandemic, a global health crisis of unprecedented proportions, has reshaped our understanding of healthcare and the role of frontline workers. Nurses have emerged as the unsung heroes throughout this crisis, embodying compassion, dedication, and unwavering commitment to providing quality care to those affected by the virus. This study investigates nurses' perceptions of facemask usage in the "new normal" and its implications for public health, emphasizing the ethical considerations that underpin the research. Employing existential phenomenology as the research approach, this study explores the experiences and perspectives of nurses who have played an integral role in responding to the pandemic. Nola Pender's Health Promotion Model guides the research, and the data is analyzed thematically using Thomas and Pollio's method, resulting in four overarching themes. Ultimately, the study highlights the significance of recognizing and appreciating nurses' perspectives, who remain on the frontline of the ongoing battle against COVID-19.

The methodology employed in this study ensures the research's ethical integrity and a deep exploration of nurses' perceptions regarding face mask use. Before conducting the research, the study underwent a meticulous examination by the Ethics Review Board (ERB), thereby adhering to ethical considerations in research. The researcher's viewpoints were bracketed to ensure impartiality and objectivity during data collection and analysis.

Existential phenomenology was chosen as the research approach to delve into the lived experiences of nurses during the pandemic. Thirteen participants were purposively selected for their diverse backgrounds and roles within the healthcare system. The participants openly expressed their thoughts and experiences through unstructured interviews between March 1 and April 5, 2023, ensuring a broad and deep understanding of their perspectives.

Nola Pender's Health Promotion Model was used to frame the analysis, providing a holistic lens through which to examine the data. The subsequent data was thematically analyzed using Thomas and Pollio's method, allowing for the identification of recurring patterns and themes in the nurses' narratives.

The thematic analysis of the data revealed four overarching themes:

1) "The Invisible" (Nurses' Belief in Facemask Use): Nurses demonstrated a strong belief in the necessity of facemask usage due to the ongoing threat posed by COVID-19 and other airborne diseases. They perceived facemasks as crucial in safeguarding public health and were committed to their continued use.

- 2) "The Blindfold" (Attitudes of Nurses on Facemask Use): Nurses displayed a positive attitude towards facemask use and saw it as a responsible action to protect themselves and their patients. They recognized the significance of setting an example for the community.
- 3) "The Voice" (Nurses' Shared Best Practices During the COVID-19 Pandemic): Nurses shared valuable insights and best practices that emerged during the pandemic. They emphasized the importance of clear communication and patient education regarding facemask use to foster compliance.
- 4) "The Spectrum" (Nurses' Realization of Facemask Use): Nurses realized that the "mask-free" society once envisioned remained a distant aspiration due to the persistent threat of COVID-19 and other airborne diseases. They expressed a yearning for the safety of vulnerable populations.

This research underscores the vital role of nurses in the response to the COVID-19 pandemic and their unwavering commitment to public health. The findings provide compelling evidence that nurses perceive facemasks as indispensable and prioritize the safety of vulnerable populations. As such, this study strongly advocates for the continued use of face masks as a responsible measure to mitigate the ongoing threat posed by COVID-19 and other airborne diseases. Recognizing and valuing the perspectives of nurses, who stand at the forefront of our battle with the pandemic, is crucial in shaping public health policies and practices for the foreseeable future. This research is a testament to the enduring impact of the pandemic on the healthcare system and serves as a lifetime lesson to humankind.

Keywords: COVID-19, nurses, facemask use, existential phenomenology, ethical considerations, Nola Pender's Health Promotion Model, Thomas and Pollio's method, pandemic, healthcare, public health.

The Excalibur: Lived Experiences of Nursing Students with Academic Setbacks

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Abstract

The student nurses were primary movers to their future nursing profession but often faced academic setbacks. These setbacks affect their development as future competent healthcare professionals due to the lack of consensus. This study uncovered the lived experiences of nursing students with their academic setbacks.

A qualitative descriptive design was utilized, specifically Husserlian phenomenology and purposive sampling. The study was conducted at Union Christian College with 8 participants from February to March 2023. Data gathering procedures comprised of field notes, observations, and unstructured interviews with consideration of the ethical principles. Thematic Analysis was applied.

It revealed four themes: (1) Battling Life Challenges explored the academic challenges of the nursing students that shaped how they managed the consequences, where problems, challenges, and negativities pound the students. Failures and challenges may either make them stronger or lead them to failure. (2) Adapting to Circumstances presented the adaptive strategies such as decision-making, coping mechanisms, stress-relieving methods, the law of attraction, anticipating the future, and motivations that strengthened students to continue pursuing their course. The motivations and adaptations made by the students during their darkest and lowest times became their stepping stones to achieving and conquering higher heights. (3) Reshaping the Broken Pieces showed the new learnings, discoveries, and optimism students have acquired necessary for their growth and progress. They were broken, trampled, and disintegrated, which made them find and connect all the jigsaw pieces of their life's puzzle. (4) Refining for a Better Self is where realizations, feelings of fulfillment, and self-worth are made, just like a sword's refining process during forging. They were forged, tempered, and folded, like the Excalibur sword, where they were strengthened by blood, sweat, and tears. It illustrates how students can transform and become stronger through their experiences, setbacks, and responses to adversities, much like a sword is forged and refined to become a better version of itself. It emphasized the importance of resilience, adaptability, and self-improvement in facing life's difficulties. After going through all the stages and processes, they are worthy like a blade that has been sharpened and refined. Students once chose their future by acting upon what they needed to do and working out in their present times. They can either accept the challenge, remove the stuck sword from the stone, or leave it there.

Various reasons and challenges either hindered or promoted the efficacy and efficiency of nursing students in their academic endeavors. As they encounter setbacks, the students need the vital role and support coming from their place, environment, and the academe/ institution that they were in. The study recommended that the institution provide better support for students with setbacks. A remotivation program for nursing students who experienced/experiencing academic setbacks should be implemented to promote emotional support and develop optimism in learning to prevent another setback. The findings of this study might be used to develop a support framework to guide them as they continue to pursue the course. Hence, further research must be done to explore a broader scope of nursing students' experiences with academic setbacks to formulate a better conceptual framework to solve these problems in the nursing academe and institution.

Keywords: Academic Setbacks, Nursing Students, Excalibur

Untamed Diamond: Lived Experiences of Nursing Students on their Skills Laboratory Learning

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Abstract

Nursing education involves a practice-oriented curriculum focusing on theoretical learning and psychomotor skills (Eyikara & Baykara, 2017). Nurses are trained to practice their profession efficiently and competently to the alarming rate of the increasing complexity of patient cases. This situation led to a cumulative demand for student nurses to be prepared to face various situations. Nursing simulation with return demonstration in skills laboratories is defined as a controlled and safe environment for nursing students to learn and refine their psychomotor skills (Goswami et al., 2021). In contrast, experiential laboratory experiences provide undergraduate nursing students with hands-on opportunities to integrate knowledge and clinical skills (Tsusaki et al., 2022). This helps nursing students to unite and value knowledge, develop technical and interactive skills, and develop disciplines and responses for thinking and reflection (Kim, Park, & Shin, 2016). This rich learning opportunity for students will combine theory with practice while making real-time clinical judgments in an environment that poses no threat to patients. Clinical skills demonstration is crucial for student nurses to improve their ability and expand their knowledge in a practical healthcare setting. Integrating clinical experience with the nursing education curriculum prepares students to transition into the professional nurse's role (Wang, Lee, & Espin, 2019). According to the study findings of Msosa et al. (2022), demonstrations, return demonstrations, practice sessions, and resources contribute effectively to learning. Meanwhile, hasty demonstrations, limited practice time, and inadequate resources affect learning negatively. Moreover, real-life experience must be provided, for their insights will never be obtained from textbooks and theories (Ning, 2022). Going through the learning process, there will always be a possibility or instances that student nurses encounter problems or difficulties during their clinical duties.

This study used the qualitative approach, a precisely descriptive research design. Specifically, Husserlian Phenomenology is utilized. The philosophical underpinnings of it were that of the lived human experience.

The study was conducted at Union Christian College (UCC) School of Health Sciences. The eight participants of the study were chosen through purposive sampling. Inclusion criteria included all nursing students at Union Christian College who have skills in laboratory courses at any given age and both genders. The exclusion criteria are those who still need to meet the inclusion criteria and are unwilling to be interviewed.

The researchers were the primary data-gathering instruments for this study. An unstructured interview served as a springboard for the primary data collection of the study.

The researchers began the study by submitting it to the protocol of the ethical research panel of the College of Nursing, wherein deliberation is conducted for approval of the study. They need an authorization letter approved by the Dean of the School of Health Sciences at UCC. After this, the researchers seek permission from the Ethics Review Board of Union Christian College (UCC). Before the interview, the World Health Organization (WHO) informed consent was presented to the participants.

The interview lasted 30 to 35 minutes per participant and was optional. The researchers conducted the interviews face-to-face and recorded them using an audio recorder on their cellphones with the participants' permission. The interview lasted until the saturation point was reached. The researchers used pseudonyms to protect the participants' privacy, and confidentiality and safety were ensured in every piece of information they provided.

The study's findings revealed four (4) primary themes: Diamond in the Rough, Quarrying in the Deep, Faceting the Diamond, and Unbreakable Diamond, which sums up into a phenomenon, "Untamed Diamond."

Diamond in the Rough: This theme presents students' experiences exploring various nursing skills. It included their anxiousness, nervousness, and encounters with the new medical terminologies. Likened to exploring a diamond beneath the grounds, they need to prepare and gear themselves. The anxiousness surrounding them at the beginning of their demonstration revealed fear and nervousness that may interrupt their pursuit. They were like rare uncut diamonds; they were not perfect from the start of their return demonstration, but they strived to perform.

Quarrying in the Deep: This theme reveals how the nursing students Study hard for their return demonstration. Likened to quarry in the deep, they must burn the midnight oil or stay up late to learn and keep quarrying new knowledge. As they continue learning, they meet difficulties that can interfere with acquiring their skills, such as lack of equipment, unstable internet connectivity, and realizations of whether or not to continue in their profession.

Faceting the Diamond: This theme portrays the students' experience with their various learning strategies and exposure to the instructor's teaching strategies. They were compared to faceting the diamond because they were shaped and polished to bring out their brilliance. They were molded to be sophisticated and ready to endure pressure to develop themselves. They were like well-rounded diamonds that had various facets of experience and knowledge. They must undergo challenges, indulge in different learning styles, and be educated in various teaching styles.

Unbreakable Diamond: This theme showed the students' confidence, positivity, determination, and learning application. They can be likened to the diamond's strong and resilient structure. It signified their hard work and dedication to mastering their skills in the laboratory. Despite the challenges that may come their way, students remain confident, positive, determined, and able to apply what they have learned. The participants' blazing self-determination gave them the strength to continue their journey toward success.

Nursing students' experiences with their skills in laboratory learning were associated with a diamond in the rough. This showed how nursing students started to undergo their skills laboratory return demonstration; they were likened to a rough diamond, unpolished, and did not sparkle at the start. As students, they do not start refined and perfect in their performance. However, with enough learning and consistent engagement in their return demonstration, they renounced an earnest attitude toward

their increasing value. Like a carat, their worth will increase as they continue to improve and strive harder under pressure.

Above all, throughout the process, the participants continued to withstand hardships and remained positive and firm in every aspect of their lives as nursing students. They strived harder to reach their goal, and in times of struggle, they believed in themselves and that with great sacrifice comes opportunity and achievements. Like a natural diamond, they did well under the circumstances; they gained higher value as they were cut and put under pressure. They were a diamond, precious and rare.

Keywords: skills laboratory learning, nursing student, nursing

“Not for the Weak or Fainthearted”: Lived Experiences of Nurses On-Call to Active Duty in the Armed Forces of the Philippines during the COVID-19 Pandemic

Raul C. Ramos

Abstract

The outbreak of Coronavirus Disease 2019 (COVID-19) has underscored the crucial role of healthcare workers in the global fight against infectious diseases. Nurses, in particular, have been at the forefront of managing and preventing the spread of the virus. This responsibility became even more pronounced for nurses in the Armed Forces of the Philippines (AFP), who were exposed to severe risks during the pandemic. This study delves into the lived experiences of AFP nurses on active duty during the COVID-19 pandemic, using Husserlian phenomenology as the research approach.

The research employed a qualitative approach, specifically Husserlian phenomenology, to explore nurses' experiences on active duty in the AFP during the COVID-19 pandemic. A purposive sampling method was utilized to select nine participants who could provide valuable insights into their experiences. Thematic analysis was applied to analyze the collected data.

Six essential themes emerged from the thematic analysis:

1. Patrolling: This theme encapsulated the nurses' initial fear, anxiety, and shock when faced with the virus. It also highlighted the importance of training in preparing them for the challenges ahead.
2. Battleground: Nurses on active duty faced unsecured safety and a lack of resources, yet they felt a deep obligation and responsibility to go to work and care for COVID-19 patients.
3. Danger Areas: This theme encompassed the challenges of Enhanced Community Quarantine, isolation, and encounters with family members, underscoring the emotional toll of the pandemic.
4. Patrol Base: The nurses' faith in God, ability to overcome difficulties, and sense of being survivors were central to this theme.
5. Pride and Pleasure: Despite the hardships, the nurses always maintained a sense of thankfulness and happiness, exemplifying optimism, self-fulfillment, and contentment.
6. Victory: This theme celebrated strong leadership, passion, dedication, responsibility, patience, self-confidence, camaraderie, and teamwork as vital components of achieving success in adversity.

The themes that emerged from the study underscore the remarkable dedication and resilience of nurses serving in the AFP during the COVID-19 pandemic. These nurses faced unprecedented challenges akin to those encountered by rangers in specialized military operations. The comparison to rangers, who engage in anti-guerrilla operations, counterterrorism, hostage rescue, unconventional warfare, and various combat scenarios, highlights the nurses' commitment to battling an invisible enemy in unpredictable conditions.

The motto, “Not for the weak or fainthearted,” aptly characterizes rangers and AFP nurses. It encapsulates the extraordinary commitment and courage required to confront the unknown, whether on a battlefield or in a healthcare setting during a pandemic.

Nurses in the AFP have played a pivotal role in the fight against COVID-19, facing a unique set of challenges. The study's phenomenological approach illuminated the lived experiences of these healthcare professionals, providing valuable insights into their dedication and resilience. By likening them to rangers who thrive in unpredictable and often dangerous conditions, we gain a deeper appreciation of the courage and commitment of AFP nurses in their battle against an unseen enemy. This research contributes to our understanding of the experiences of healthcare workers during the pandemic, emphasizing the importance of their role in safeguarding public health.

Keywords: COVID-19 Pandemic, Nurses' Lived Experiences, Armed Forces of the Philippines (AFP), Husserlian Phenomenology, Rangers' Dedication and Resilience

Employees' Delight Among Nurses in Selected Government Hospitals of Ilocos Sur

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Abstract

Job satisfaction is critical in healthcare settings. This concept results from several factors, including workplace conditions and relationships, the organizational system of employment, and social, cultural, and economic factors (Mousazadeh et al., 2019). This research evaluated the nurses' job satisfaction level at the district hospitals in the second district of Ilocos Sur.

Descriptive-developmental research methods were utilized in this study. The purposive Cluster Sampling technique was used to determine the population, where a total of 97 nurses of any age or gender and with at least six months to a year of experience at the time the study was conducted were included in the criteria. A researcher-made survey questionnaire with a Five-point Likert scale was utilized to determine the level of job satisfaction. The weighted mean was used in determining the descriptive interpretation. Pearson's correlation was used to determine if there was a significant relationship between the respondents' profile and the level of job satisfaction, as well as the relationship between job satisfaction with work content and work context areas.

Overall, nurses were generally highly satisfied with their jobs. Moreover, the researcher found that nurses were highly satisfied with the content of their work while moderately satisfied with its context. Specifically, they were highly satisfied with their workload while moderately satisfied with their benefits and rewards. Meanwhile, significant relationships did exist on specific domains of job satisfaction over their age, position, employment status, and years in service profile. Furthermore, a significant relationship existed between job satisfaction in their work content and work context areas.

Hence, a proposed Job Satisfaction Enhancement Program for nurses was crafted for adoption by the District Hospitals in Ilocos Sur.

Keywords: Job satisfaction, Nurses, Government Hospital

The Beauty of the California Poppy: Lived Experiences of Nurses in the BMT Unit

Donnabelle Zita Villanueva-Pulanco

Abstract

Nurses are expected to have the knowledge, abilities, and skills regarding nursing practice after graduating with a bachelor's degree. However, new graduate nurses (NGNs) still lack experience in the nursing profession and cannot apply the knowledge gained in their studies to real situations. This study explored the lived experiences of NGNs in the Bone Marrow Transplant (BMT) unit.

The research design used in this study was a Husserlian phenomenological method using a qualitative approach. The four steps in investigating and making meaning of lived experiences were used, which included:

Epoche: This step involves bracketing or setting aside preconceived notions and assumptions about the phenomenon being studied.

Reduction: This step involves identifying the essential components of the phenomenon being studied.

Description: This step involves describing the phenomenon being studied richly and detailedly.

Intuitive integration: This step involves synthesizing the data gathered in the previous steps to arrive at a deeper understanding of the phenomenon being studied.

The study was conducted at Stanford Health Care at the BMT unit in Palo Alto, California. The participants of the study were 7 NGNs selected through purposive sampling. A researcher-made interview guide was used to gather data.

The participants' first experiences in their clinical exposure were demanding, challenging, and involved varied emotions. The study identified seven themes, namely:

Expectation versus reality: NGNs often have unrealistic expectations about working as a nurse, especially in a specialized unit like BMT. They may be surprised by the work's intensity, the patients' complexity, and the job's emotional demands.

2. Learning the ropes: NGNs must learn quickly to be effective nurses. This includes learning about the specific procedures and protocols used in the BMT unit and how to care for complex and critically ill patients.

3. Challenging and rewarding experiences: Working in BMT can be challenging and rewarding. NGNs may experience frustration and stress, but they may also experience great joy and satisfaction when their patients do well.

4. Sense of belongingness: NGNs often feel a strong sense of belongingness to the BMT team. They appreciate the support and guidance of their more experienced colleagues.

5. Collaboration and teamwork: Collaboration and teamwork are essential in the BMT unit. NGNs must learn to work effectively with other nurses, physicians, and healthcare professionals.

6. Feelings, emotions, and coping: NGNs experience a wide range of emotions on the job, including joy, sadness, frustration, and stress. They must learn how to cope with these emotions healthily.

7. Gratitude for being a nurse: Despite the challenges, NGNs are grateful for the opportunity to work as nurses. They feel privileged to care for patients and their families during such a difficult time.

The findings of this study suggest that NGNs in the BMT unit can benefit from targeted support and education, such as:

1. Orientation program: A comprehensive orientation program that helps NGNs learn about the specific procedures and protocols used in the BMT unit.

2. Mentorship program: A mentorship program that pairs NGNs with more experienced nurses who can provide support and guidance.

3. Emotional support: Access to emotional support services, such as counseling or support groups, to help NGNs cope with the challenges of the job.

By providing NGNs with the support and resources they need, we can help them to succeed in their careers and provide the best possible care to patients and their families.

Keywords: nurse nurses experiences, nursing education, nursing administration, healthcare services

The Rhythm of Life: Lived Experiences of Asthmatic Individuals during the COVID-19 Pandemic

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Denver S. Nodora

Shane D. Oliquiano

Abstract

The COVID-19 pandemic has had a profound impact on individuals worldwide, particularly those with pre-existing health conditions such as asthma. This study delves into the lived experiences of asthmatic individuals during the pandemic, shedding light on their unique challenges and resilience in the face of adversity. By employing the Husserlian Phenomenology method, researchers aimed to uncover the essence of these individuals' experiences, providing valuable insights into their struggles and triumphs.

To ensure the safety and well-being of participants, strict adherence to COVID-19 protocols was maintained during face-to-face interviews. Through unstructured interviews, participants shared their narratives, offering a glimpse into the complexities of navigating life with asthma amidst a global health crisis. The central question guiding this study, "What are your experiences as an asthmatic individual during the COVID-19 pandemic?" -served as a compass for exploring the multifaceted dimensions of their journey.

Using Colaizzi's method, data analysis revealed three overarching themes: Hardship Sonata, Melodic Contour, and Getting on Ballad. These themes encapsulate the participants' struggles, resilience, and adaptability in the face of unprecedented challenges. The metaphorical expression of the "Rhythm of Life" resonates deeply with their experiences, highlighting the ebb and flow of adversity and triumph that define their daily existence.

Despite facing numerous obstacles, asthmatic individuals showcased remarkable courage, patience, and perseverance throughout the pandemic. Their narratives reflect a profound appreciation for life's beauty and a steadfast determination to overcome obstacles. The study underscores the resilience and strength exhibited by these individuals, emphasizing the importance of readiness to confront adversity and embrace life's uncertainties with unwavering resolve.

Keywords: Lived experiences, Asthmatic individuals, COVID-19

IT & MANAGEMENT

Online Multidisciplinary Research Database

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Kimberly Balcita

Mhon Abuac

Abstract

The COVID-19 pandemic has brought about a paradigm shift in the educational landscape, propelling the adoption of blended learning methodologies. This shift has necessitated a reassessment of research resources and the need for robust online research databases to support effective learning and teaching in a hybrid environment. Union Christian College (UCC) recognized this need and embarked on a project to establish an online research database to address the evolving demands of blended learning.

Blended learning, which integrates traditional face-to-face instruction with online learning components, has emerged as a viable alternative to traditional brick-and-mortar education. The COVID-19 pandemic accelerated the adoption of blended learning as institutions sought to maintain educational continuity while adhering to social distancing measures. However, blended learning presents unique challenges in accessing and utilizing research resources. Traditional libraries and physical research repositories may not be readily accessible to students engaged in online learning components.

UCC, recognizing the need for accessible research resources in a blended learning environment, the researchers undertook the development of an online research database to address these challenges and enhance the research and learning experience for its students and faculty. The database aims to provide a centralized repository of research materials, including academic journals, articles, and other relevant resources, in a readily accessible digital format. A set of operational concepts guided the design and implementation of the UCC online research database to ensure its effectiveness and alignment with the needs of blended learning.

A comprehensive feasibility analysis was conducted to assess the viability of the UCC online research database project. The analysis considered technical, financial, stakeholder acceptance, institutional readiness, and long-term sustainability.

Technical Feasibility: The technical feasibility assessment evaluated the availability of necessary ICT infrastructure, hardware, and software to support the database's development and maintenance.

Financial Feasibility: The financial feasibility assessment examined the costs associated with database development, maintenance, and ongoing resource acquisition to ensure the project's financial sustainability.

Stakeholder Acceptance: The stakeholder acceptance assessment gauged the level of support for the project among key stakeholders, including faculty, students, administrators, and librarians.

Institutional Readiness: The institutional readiness assessment evaluated UCC's organizational capacity and preparedness to undertake the project, including expertise, resources, and commitment from various departments.

Long-Term Sustainability: The long-term sustainability assessment explored strategies for maintaining the database's relevance, usefulness, and financial viability over an extended period.

An effectiveness evaluation was conducted to assess the impact of UCC's online research database on research collaboration, dissemination, and teaching and learning outcomes. The evaluation employed a mixed-methods approach, combining surveys, focus groups, and interviews with faculty and students.

The evaluation yielded high validity ratings for the database's effectiveness, with a grand mean of 4.66 on a 5-point scale. Respondents indicated that the database had significantly enhanced their access to research materials, facilitated research collaboration, and improved teaching and learning outcomes.

Implications and Limitations

The UCC online research database project highlights the significance of reliable research resources in supporting blended learning methodologies. The database's effectiveness in enhancing research collaboration, dissemination, and teaching and learning outcomes underscores its value in the evolving educational landscape.

However, the project also highlights the importance of addressing potential limitations. These include ensuring adequate ICT infrastructure, maintaining financial sustainability, fostering stakeholder engagement, and adapting to the ever-changing demands of blended learning.

Recommendations for Future Directions

The successful implementation of the UCC online research database project provides valuable insights for future directions in developing and utilizing research resources in blended learning environments.

Keywords: Online research database, Union Christian College, Research resources, ICT infrastructure

LANGUAGE AND LINGUISTICS

English Proficiency of Incoming College Freshmen Students

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Abstract

English proficiency is a crucial skill for college students, as it is the foundation for effective communication, critical thinking, and academic success. This study aimed to determine the level of English proficiency of incoming first-year college students at Union Christian College (UCC) for the Academic Year 2021-2022. The study specifically investigated their proficiency in four key areas: content words, phrases, and phrase analysis; sentence and sentence analysis; sentence construction; and error analysis.

The study employed a descriptive-status research design, utilizing an English proficiency test as the primary data collection instrument. The test was administered to a random sample of 375 incoming first-year students. Frequency counts, weighted means, and pair-wise t-tests analyzed the data.

The study revealed that the incoming UCC first-year students exhibited moderate English grammar proficiency overall. While they demonstrated a slightly proficient level in content words, phrases, and phrase analysis, their proficiency was moderate in sentences, sentence analysis, sentence construction, and error analysis. However, the results also indicated constraints in all areas of English grammar assessed. Notably, no significant difference was observed in the English proficiency of incoming first-year students when grouped according to the programs they intended to enroll in.

The moderate English grammar proficiency of incoming UCC first-year students highlights the need for ongoing efforts to strengthen their language skills. While they have acquired a basic understanding of English grammar, they require further instruction and practice to achieve the level of proficiency necessary for effective academic engagement and communication.

The identified constraints in content words, phrases, and sentences suggest that incoming first-year students may struggle with vocabulary acquisition, idiomatic expressions, and sentence structure. These areas should be emphasized in the EPEP to ensure that students develop a comprehensive understanding of English grammar and usage.

The absence of significant differences in English proficiency across academic departments indicates that the identified constraints are not specific to any particular field of study. This suggests that the EPEP should be designed to address the general English language needs of all incoming first-year students, regardless of their chosen majors.

The implementation of the EPEP, as the study recommends, will require collaboration between English instructors and potential English clubs. This collaborative approach can provide a well-rounded and supportive learning environment for incoming first-year students, ensuring they receive the necessary guidance and practice to enhance their English language proficiency.

By addressing the English proficiency needs of incoming first-year students through the EPEP, UCC can foster a more inclusive and supportive learning environment, enabling students to attain the level of language proficiency necessary for academic success and personal growth.

Keywords: English proficiency, incoming college freshmen, Union Christian College, English Proficiency Enhancement Program, academic success

GENERAL MANAGEMENT

Management Practices of Cooperative Education Programs of International Colleges and Universities in Thailand

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Abstract

A Cooperative Education Program is a planned approach to integrating academic learning with real-world experience. Students can offer a significant contribution to the organizations they work for while they are on the job. This study assessed and analyzed the management practices of cooperative education programs offered in Thailand's four (4) international colleges and universities in the areas of analysis, design, development, implementation, and evaluation (ADDIE). This further looked into the challenges that hindered their management practices. It utilized the descriptive-survey research design. A researcher-made survey questionnaire was administered to three groups of respondents - the students enrolled in the cooperative education programs (interns), the cooperative education program implementers (academic supervisors) under the faculty of business administration, and the cooperating agency supervisors where the interns were deployed.

The study used the descriptive survey to describe the extent of management practices for cooperative education programs offered by international colleges and universities in Thailand, the challenges faced in putting this program into practice, and the differences in responses from the respondent groups. Additionally, the investigation in this research was conducted using a quantitative approach. This study covered the higher education institutions in Thailand, specifically the private international colleges and universities that are members of the Office of the Higher Education Commission's (OHEC) International Quality Assurance Network (IQAN) with business-related courses. The respondents from the three categories are the following: 1) all students (interns) currently enrolled in cooperative education programs during the study's period (School Year 2020–2021); 2) all academic supervisors who handled cooperative education programs during the same period in various departments within the faculty of business administration; and 3) cooperating agency supervisors where the interns were placed. The primary data collection technique for the study was a questionnaire that the researcher created, largely based on the Office of the Higher Education Commission's (OHEC) Manual of Internal Quality Assurance for Higher Education Institutions. The survey was conducted using Google Forms due to limitations on the floating questionnaire. The gathered data were analyzed and interpreted according to the study's objectives. The weighted mean was used to analyze the data relative to the extent of management practices. Analysis of Variances (ANOVA) was used to establish the significant difference in the perceptions of the interns, academic supervisors, and cooperating agency supervisors. The challenges were determined through frequency counts and ranking, in which the indicators with the highest frequency count under each area were considered challenges by the researcher.

Extent of management practices of cooperative education programs of international colleges and universities in Thailand

Using the areas under the ADDIE model, this study determined the extent of management practices of cooperative education programs of international colleges in Thailand. The respondents rated all the indicators highly managed, with a grand mean of 4.20.

The overall mean of the extent of management practices under design as rated by all key players is 4.15 or Highly Managed. Indicators with a high overall mean are the following: “conduct oral presentation of internship activities after the actual cooperative education program,” “constantly guide and counsel interns via institutional Learning Management System (LMS), line group, individual chat, and telephonic audio and video conversation; and “utilize the LMS as a platform for writing regular reports.” The use of the LMS (online platform) was required to ensure the continuity of the internship program due to COVID-19 pandemic-related restrictions.

All the indicators under the development area are assessed as Highly Managed, with an overall mean of 3.96. The top three indicators are: “Systematic and consistent coaching and mentoring of the interns in writing individual internship reports via LMS,” “provide guidance and counseling services to interns throughout cooperative education program,” and “immediately convey training needs of the interns to the academic supervisor for proper action/s.”

All respondents rated all indicators under implementation as Highly Managed, with a 4.13 overall grand mean. Among the top three indicators were “conduct pre-cooperative program lecture activities such as job interview, job application, and accomplishing reportorial requirements,” “write intern’s full program report,” and “assign final grades.”

The overall mean for all the indicators is 4.08, or Highly Managed. This means that all respondents are comfortable with the current evaluation practices for all internship institutions. While respondents were at ease with their current evaluation. Statistical Difference in the Perception of Interns, Academic Supervisors, and Cooperating Agency Supervisors

Applying the Analysis of Variances (ANOVA) to establish the significant difference in the perceptions of the interns, academic supervisors, and cooperating agency supervisors reveals that all indicators have 0.000 p-values, which are all less significant than the level of 0.05. The null hypothesis that there is no statistical difference in the perception of the interns, academic supervisors, and cooperating agency supervisors in the extent of management practices of cooperative education along the identified areas is disproved as a result.

The research found that the extent of the practice of the cooperative education programs, along with analysis and development, was rated High; Design was rated from slightly managed to very highly managed; Implementation and Evaluation were rated from highly managed to very highly managed. Significant differences were found between the groups’ perceptions of the extent of practice in the different areas. They also experienced challenges in implementing the management practices along ADDIE. The study’s results served as a basis for evolving a training development plan to enhance further the management of cooperative education programs of the universities and colleges in Thailand.

Keywords: ADDIE, cooperative education programs, descriptive survey research method, international colleges and universities, management practices, Thailand

SOCIAL SCIENCES

Looking at the Silver Lining: The Success and Opportunity Stories of Students During the Pandemic Period

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Abstract

The COVID-19 pandemic has profoundly impacted education systems worldwide, forcing institutions to adapt to remote learning modalities. This study delves into the lived experiences of UCC students during this unprecedented period, uncovering the challenges and opportunities they encountered in navigating the online learning landscape.

Adopting a qualitative approach, the study employed Husserlian Phenomenology to capture the essence of students' experiences. Nine participants were randomly selected through purposive sampling, ensuring a diverse representation of UCC students' backgrounds and perspectives. Data collection occurred in October 2022, utilizing semi-structured interviews to gather in-depth insights. Thematic analysis was employed to analyze the data, yielding three overarching themes: liabilities, assets, and profit.

Liabilities: Navigating the Challenges of Online Learning

The transition to online learning brought myriad challenges for UCC students. The abrupt shift from face-to-face to virtual interactions disrupted established learning routines, posing significant obstacles for students accustomed to in-person instruction. Adapting to the new learning environment proved particularly difficult for those lacking access to reliable internet connectivity and adequate technological resources. Additionally, the pandemic's economic impact placed financial strain on many families, exacerbating existing challenges and hindering students' ability to engage fully in online learning.

Assets: Embracing the Advantages of Online Learning

Despite the challenges, online learning presented several advantages for UCC students. The flexibility of virtual classes allowed students to manage their time more effectively, balancing academic pursuits with part-time employment or other commitments. This flexibility proved particularly beneficial for students with families or those residing in remote areas. Additionally, online learning platforms facilitated access to many educational resources, enabling students to supplement their studies with additional materials and engage with diverse perspectives.

Profit: Turning Challenges into Opportunities

In response to the challenges of online learning, UCC students demonstrated remarkable resilience and adaptability. They devised innovative strategies to overcome obstacles, utilizing online resources and support networks to enhance their learning experience. Many students embraced the flexibility of online learning, pursuing entrepreneurial ventures, or engaging in volunteer activities alongside their studies. These experiences fostered personal growth and development, empowering students to acquire new skills and enhance their employability.

Based on the study's findings, the following recommendations are proposed:

Institution-level Initiatives:

1. Establish partnerships with organizations offering part-time and full-time job coaching.
2. Provide instructor skill training, focusing on digital platforms and emerging technologies.

Office of Students Affairs (OSAS) Initiatives:

1. Enhance career guidance programs, emphasizing problem-solving strategies for navigating the changing education landscape.
2. Collaborate with external agencies to expand student access to career development resources.

UCC Students:

1. Actively explore opportunities and resources available to address their development needs.
2. Utilize support networks and mentorship programs to navigate challenges and enhance academic success.

Future Research Directions

Future researchers could embark on the following: a. Investigating the long-term impact of online learning on UCC students' academic performance and career trajectories; b. They are exploring the experiences of marginalized student groups, such as those with disabilities or socio-economic disadvantages; and c. They are examining the role of institutional policies and practices in shaping students' online learning experiences.

By delving deeper into these areas, researchers can gain a more comprehensive understanding of the opportunities and challenges UCC students face in the evolving landscape of online education.

Keywords: UCC Online learning, Challenges, Opportunities, Resilience, Adaptation

